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ABSTRACT

The purpose of this needs assessment study was to demonstrate the need for a comprehensive career and vocational guidance and counseling plan in West Virginia. Survey instruments adapted from a number of existing instruments which pertain to career and vocational education and counseling were administered in forty-nine of fifty-five counties. Students, parents, out-of-school youth and adults, postsecondary public school students, college freshmen, and school counselors completed questionnaires on the importance of career and vocational guidance needs and how well these needs were being met. Counselors, school administrators and teachers, and vocational rehabilitative administrators completed forms dealing with current levels of counselor competencies and the importance of these competencies. In addition, ten employers in each county were contacted in order to gain understanding of desirable skills and the attainment of these skills by former students. The major finding of the project was that there exists a need for career and vocational guidance and counseling services throughout the state. Findings support the necessity of developing a state model for comprehensive services to be available to all persons. The needs assessment instruments are included in the appendix. (LRA)

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ED174775

THE NEEDS ASSESSMENT REPORT
FOR THE FORMULATION
OF STATE AND LOCAL
CAREER AND VOCATIONAL GUIDANCE PLANS

Prepared For:

The West Virginia Department of Education

January 1979

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THE NEEDS ASSESSMENT

PREFACE

In the spring of the 1978 school year, a needs assessment was conducted in 49 of 55 counties which comprise the West Virginia school system. The instruments, adapted from a number of existing instruments which pertain to career and vocational education and counseling, were developed by the Research Coordinating Unit (RCU) of Marshall University. The RCU, in conjunction with the Department of Education and Bureau of Vocational, Technical and Adult Education coordinated the process of dissemination, completion, collection and analysis of the obtained responses. From this information, the "Development of a Planning Model and State and Local Plans for Improving Comprehensive Systems of Career and Vocational Guidance, Counseling, Placement and Follow-Through" is to evolve.

The breadth of the needs assessment was extensive. Students, parents, out-of-school youth and adults, post-secondary public school students, college freshmen and school counselors completed questionnaires on the importance of career and vocational guidance needs and how well these needs were being met. Counselors, both school and vocational rehabilitative, school administrators and teachers, and vocational rehabilitative administrators completed forms dealing with current levels of counselor competencies and the importance of these competencies. These responses form the basis of the synthesized plan which addresses the need to provide comprehensive career and vocational guidance, counseling, placement and follow-through services to all West Virginia residents.

The project was federally funded and the monies were secured by Dr. Roy Thomas, Director of the Research Coordinating Unit and

Dr. William E. Mullett, Coordinator of Student Support Systems of the Department of Education. These men also served as project co-directors. Two project coordinators were employed during the life of the project: Dr. Jimmy Adkins, responsible for the formulation of the necessary survey instruments and the collection and compilation of information from the needs assessment and Thomas Montebell, who analysized the data and was charged with developing and writing the related documents. In addition, a 26 member task force representing all involved parties was established to review materials and provide information and feedback on the process and progress of the project. Kris Standifur and Karen Bill filled the important secretarial positions so that the materials would be well-organized and legible. Finally, the many county guidance directors, counselors and other field personnel who cooperated with the project staff, especially those who completed the survey forms, made the developed materials possible.

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THE NEEDS ASSESSMENT PARTICIPANTS

The initial undertaking of the project staff was to conduct a needs assessment. Although the assumption was made previously that there was a need for a comprehensive career and vocational guidance and counseling plan, the evidence was not formally established or documented. So that data could be generated to either support or refute this claim of need, the 55 county school systems were invited to participate. Of these, 49 counties were partners in this project while the remaining six counties did not join in the study.

Since this project was primarily concerned with the role that the counselor may assume in the delivery of career and vocational guidance services, the county guidance director or contact person acted as the field liason, receiving materials, distributing these to schools and counselors, collecting completed forms and returning these instruments to the project coordinator. All school and vocational counselors received a survey for completion. The student sample, equally divided between 7th, 9th and 11th grade female and male students, was dependent upon the county enrollment. The least number was 21 students (7 per grade level) per county and the largest was 51 students (17 per grade level) per county. One parent of each selected student was also surveyed with the same needs assessment instrument items.

Approximately one-third of the students in post-secondary public school training received surveys. They were selected from the 20 vocational centers within the State which offer these classes. In addition, 20 out-of-school youth and adult questionnaires were distributed per county by the counselors. The adults in the sample were obtained from adult basic education classes or preparation programs. The youth were secondary school drop-outs not participating in any formal education program. Rounding out these samples were the first year college students identified and contacted by the project coordinator with assistance from the admission and registrar offices of the respective state-supported institutions. Private colleges were not included in this study.

The administrators and teachers section sample included county superintendents, guidance directors, job placement coordinators, vocational center directors and vocational teachers. These were not separated in the data collection process so they were treated as a homogeneous grouping in the analysis. The vocational rehabilitation administrators received the same survey but were considered a separate category for comparison purposes.

Vocational rehabilitation and school counselors results were treated as separate groups. While the school counselors completed both the needs and competency instruments, the vocational rehabilitation counselors completed only the competency instruments.

In addition to educational and rehabilitation personnel, 10 employers in each county were contacted in order to gain understanding of desirable skills and the attainment of these skills by former students. Since these persons were responsible for the creation and continuation of employment, their perspective was expected to provide information related to the provision of career and vocational guidance and counseling services.

The twenty-five counselor educators at the three state training institutions were also contacted and petitioned to complete the counselor competency instrument; however, only six completed forms were returned so counselor educator input into this project, except for contribution from task force participants, was necessarily limited by the failure to provide the requested data.

This brief description of the survey participants and the following table were designed to increase awareness of the make-up of the involved population. Also, a copy of each instrument is included in Appendix A, arranged in order of the assigned code number.

In summary, the sample population was considered to be representative of the State. The large number of returns was a direct result of the diligence exhibited by the participating county guidance directors and contact persons and counselors. Except for the counselors, both school based and vocational rehabilitation, and their respective administrators, all of whom were surveyed, the participants were randomly selected within the identified categories. Thus, an assumption was made that a representative sample existed from which later inferences were drawn concerning the need for establishing comprehensive career and vocational guidance and counseling models and plans. Table 1 on the following page provides more information regarding the participants in the entire needs assessment.

TABLE I

PERCENTAGE RETURN OF SURVEYS

Survey Code Number	Survey Population	Surveys Sent to 49 Counties (Total)	Actual Returns	Percentage Return
1	Students	1,728	1,337	77.4
2	Parents	1,728	1,219	70.5
3	Counselor	398	285	71.6
4	Employer	490	382	78.0
5	Out of School Youth & Adult	980	643	65.6
6	Post Secondary Students	399	317	79.4
+7	Counselor Compentencies			
	A. School & Vocational	398	293	73.6
	B. Vocational Rehabilitation Counselors	67	55	82.1
+8	A. Administrators & Teachers	526	394	74.9
	B. Vocational Rehabilitation Administrators	21	16	76.2
*9	Counselor Educators	25	6	24.0

+ Same Survey, Results categorized in different ways

* Not included in report

NEEDS ASSESSMENT I

The first phase of the Needs Assessment Report is concerned with the importance of activities related to meeting career and vocational guidance and counseling needs and how well the needs are being met. Needs Assessment I is presented in several sections and deals exclusively with the importance of needs and the needs met information gathered from completed and collected instruments.

IDENTIFICATION OF PARTICIPANTS

The development of a comprehensive program for career and vocational guidance necessitated the inclusion of not only the consumers of services but also the providers of services. Therefore, the final sample contains members from the previously described populations. While incomplete in the sense that all persons in society were not represented, the belief was held that most community members have had contact with or access to the local educational system. Thus, the greater percentage of sub-groups which comprised the community was likely to be included in the collection and analysis of data.

There were subtler reasons for random sampling 7th, 9th and 11th grade students rather than all students. While the more modern career development theories have stressed that there is no distinct age when career development begins, the West Virginia school system has determined when certain programs concerned with this aspect of education begin. (For a complete report on this area, please refer to the West Virginia Department of Education "Career Education State Plan". Much of the following two samples stemmed from the contents of this document.)

Basically, specific programs incorporated throughout the State were designed to be implemented at these various levels. The pre-vocational program was designed to increase awareness of 7th and 8th graders and provide exploratory experiences for the students throughout the course of this educational period. The 9th grade began the honing of this heightened awareness by directing student energies into in-depth and limited hands-on experiences in areas of personal choice. These two years during the 9th and 10th grades prepared the students for even more specialization with the option of enrolling in a vocational school or curriculum upon entering the 11th grade. Those qualified and selected were provided an opportunity for intensive hands-on involvement and training for their final years of secondary school. The cycle was structured as such: exploration of careers in 7th and 8th grades, selection of certain areas and limited experiences in 9th and 10th grades, and the enrollment in a curriculum, either vocationally oriented or one of an academic college preparatory or general curriculum.

Parents were included in this study for a number of reasons, not the least of which was that most have a vested interest in their children and their development. Another important consideration was that parents provided the financial base for education and must be given the opportunity to provide input in the process. Finally, parents have impact on the career development of their children and can assist in this process enormously.

Out-of-school youth and adults were selected because of the increasing popularity of continuing and adult education. Although these two sub-groups are dissimilar since the out-of-school youth were dropouts of three years or less and the adult sample was drawn from basic education or technical preparation programs offered in a number of vocational centers, the common bond was perceived to be that these persons were unemployed or underemployed due to lack of skills or training. The lack of any organized guidance service for this population, at least in the schools, made their participation important if the program was to be truly comprehensive.

The same may be said for the post-secondary students. These persons were enrolled and actively participated in a formalized training program sponsored by technical schools, business colleges, trade schools and other related educational institutions. Again, though a choice apparently had been made by these students in regard to their designed career aspirations, their accessibility to counseling was limited. The provision of services to this population by professionals was viewed as a necessary and important cog of the counseling process.

The final consumers or potential consumers of career and vocational guidance services identified for this study were the first year college students. Although college students had access to academic advisors and job and career placement centers in most instances, career and vocational guidance services were ignored. The conductors of the study believed that this population was entitled to these services, whether provided at their institution of higher learning or in the community.

Since, for the most part, counselors were perceived as being the logical provider of career and vocational guidance, their perceptions provided insight as to what needs they believed were important and how well these needs were being met. These opinions were expected to provide data as to what was being done in the area of career and vocational guidance and counseling.

PRELIMINARY DISCUSSION OF RESULTS

AN OVERVIEW

Upon initial analysis of the data, the major finding was that there exists a need for career and vocational guidance and counseling services throughout the State. There was agreement between all surveyed populations that considerable discrepancy existed between what services were available and what needs were inadequately met. These findings unequivocally supported the necessity of developing a State model for career and vocational guidance and counseling services to be available to all persons. More importantly, the survey population expressed a strong desire for career counseling as well as increased information services related to occupational endeavors. This indicates that a comprehensive program should include opportunity for personal counseling as well as information services to better satisfy the needs of the population.

Throughout the data analysis phase of the study, the results constantly related that there was a moderate to great need for every survey item presented. Also discovered was the belief that most needs are being moderately well met, although comparisons of importance of needs to the meeting of these needs within the identified groups showed emphasis was not always directed in the most appropriate areas. This was especially apparent for the school population, with the adults and college freshman agreeing on the proper emphasis to a greater degree, yet below the beliefs of the out-of-school youth and adult and post-secondary students. The counselors perceived that the more important the need the better chance that the need would be met to a higher degree than any of the other sample populations; however, even this value was low.

There was better agreement between groups concerning what the order of importance of the needs were. This indicated that most of the group members were attuned to the problem and shared beliefs held by the respective populations. Thus, while different values were calculated between the groups, the majority of items appeared in similar positions as far as relative importance. Consequently, there were shared sentiments as to what activities, functions and skills were necessary and considered valuable in order to better prepare for a career.

When evaluating the needs met component of this study, there was agreement between the groups, although the level varied depending upon which populations were compared. The range went from a low of the student-counselor comparison to the high level of agreement between the student-parent responses. In the other grouping, there was considerable agreement found between the out-of-school youth and adults when compared to the post-secondary students. The comparison between the post-secondary students and college freshmen produced a lower level of agreement than that found between out-of-school youth and adults and the college freshmen samples.

These comparisons could not be processed in the same fashions between populations of Group 1, the students, parents and counselors sample and Group 2, the out-of-school youth and adults, post-secondary students and college freshmen samples because of the variations in the survey instruments. Different methods were used to make comparisons between the responses of Group 1 members and Group 2 members and will be discussed in a separate section of this document.

More in-depth discussion of these results appears as the results are reported in the following sections. This short discussion was presented to familiarize the reader with some general information concerning the findings. The data established:

A. The need for a comprehensive career and vocational guidance and counseling program available to all residents.

B. The discrepancies between various populations as to what needs are important.

C. The perceptions of the populations as to what needs are being met.

D. The differences in the beliefs held when comparing the different populations within the groups as to the present level of importance of the needs with how well the needs are being met.

E. A basis for prioritizing expressed needs and identifying those needs which need increased attention.

F. What the consumers of career and vocational guidance and counseling services expect if provided a program.

GROUP I

SURVEY POPULATION RESULTS
STUDENTS, PARENTS, COUNSELORS

Students

The students identified the survey activity items as being moderately to greatly important. The mean values for the items ranged from a high of 1.14 to a low of 2.15 with a group mean of 1.48. For the purposes of comparison, the derived mean scores were transposed into rank order and correlations were deduced using the Spearman Rho rank order method. Table 2 on the following two pages identifies the individual item and ranked position as well as the obtained mean values.

The "how well the needs are being met" results are also presented on Table 2. The range in the mean scores for the individual activity items for the needs met segment were somewhat higher than the importance scores, indicating that the needs are not being met to the extent that the students feel the existing needs warrant. The item means, ranging from a high of 1.73 to a low of 2.53, fell within the being partially met values of the instrument used in the study. The group mean value is 2.08. As with the importance of needs, the needs met rank order for the items was used for comparison.

Inspection of Table 2 assists in clarifying the results. The individual instrument items are presented according to the rank order of importance. The rank order of how well the needs are being met appears beside the importance of needs column. When a correlation between the importance of needs and needs met columns was performed (Table 5), the derived correlation coefficient was .310. The value could range from 1.00

TABLE 2

GROUP I NEEDS ASSESSMENT

STUDENTS PERCEPTIONS OF NEEDS

RANK ORDER OF ACTIVITIES

ITEM NUMBER	ACTIVITY	IMPORTANCE OF NEEDS		HOW WELL NEEDS MET	
		RANK	MEAN	RANK	MEAN
4	Learn how to make decisions.	1	1.14	2	1.75
6	Know how to prepare for careers in which I am interested.	2	1.18	13	1.98
27	Know how much education and training will be needed for the occupation I plan to enter.	3	1.20	4	1.80
2	Find courses useful to my future.	3	1.20	3	1.79
1	Understand my abilities, interests, and values.	5	1.23	4	1.80
17	Know where to start looking for a job.	6	1.26	37	2.23
18	Know how to apply and interview for jobs.	6	1.27	38	2.25
24	Develop plans which will help in reaching my educational and occupational goals.	8	1.31	14	2.00
16	Know what jobs are available.	9	1.32	24	2.06
34	Have more career and occupational information in order to make better plans.	10	1.34	28	2.12
35	Have better career and occupational information in order to make better plans.	10	1.34	32	2.16
25	Know how my personal appearance affects my getting and keeping a job.	10	1.34	1	1.73
47	Become aware of the personal and economic importance of work.	10	1.34	9	1.91
45	Know qualifications considered most important by employers.	14	1.36	30	2.15
8	Know how the things that are important to me affect my career choice.	15	1.37	14	2.00
11	Get some on-the-job experience in my high interest areas.	16	1.39	45	2.42
38	Have more knowledge of the training requirements needed for different occupations.	17	1.40	26	2.10
44	Have knowledge of where to find the requirements for jobs that are available to students.	17	1.40	32	2.16
12	Have actual on-the-job experience to know what it is like to be employed.	19	1.42	42	2.40
5	Know more about my strengths and weaknesses.	19	1.42	8	1.89
21	Know how to find and use various resources which would help me when looking for a job.	19	1.42	35	2.18
9	Know more about possible careers and the world of work.	22	1.43	18	2.01
28	Understand the advantages and disadvantages of different occupations.	23	1.44	22	2.05
33	Relate my personal talents to various occupations.	23	1.44	14	2.00
29	Know what habits and attitudes employers desire workers to have.	25	1.45	22	2.05
43	Have information concerning job placement and school selection.	25	1.45	32	2.16
30	Know how personal characteristics relate to job requirements.	27	1.47	20	2.02

TABLE 2 CONTINUED

GROUP I NEEDS ASSESSMENT

STUDENTS PERCEPTIONS OF NEEDS

RANK ORDER OF ACTIVITIES

ITEM NUMBER	ACTIVITY	IMPORTANCE OF NEEDS		HOW WELL NEEDS MET	
		RANK	MEAN	RANK	MEAN
37	Have more knowledge concerning job application forms procedures.	28	1.48	38	2.25
7	Become aware of educational alternatives after high school.	29	1.49	14	2.00
23	Be able to arrange for and participate in job interviews.	30	1.50	42	2.40
26	Become aware of vocational education and training offered in my high interest areas.	31	1.52	10	1.95
31	Know about the general daily activities that are performed in various occupations.	31	1.52	30	2.15
10	Talk with people employed in my high interest areas.	33	1.53	41	2.32
20	Consider educational alternatives that would allow me to continue my education.	33	1.53	21	2.04
19	Know how values influence my career choice.	35	1.55	24	2.06
32	Develop an appreciation of how everyone's work is important to them and the community.	36	1.61	18	2.01
15	Have my parents involved in my career plans.	37	1.62	7	1.82
13	Know how people I respect influence my career choice.	38	1.64	11	1.96
41	Know how to use employment agencies.	39	1.65	46	2.53
42	Be able to use community agencies resources for training and career planning.	40	1.70	42	2.40
22	Understand the changing roles and expectations of men and women.	41	1.73	46	2.10
3	Better understand my standardized test scores.	41	1.73	4	1.80
39	Have information concerning high school vocational programs.	43	1.75	11	1.96
46	Talk to vocational teachers about career opportunities.	43	1.75	38	2.25
14	Talk to a counselor about my career plans.	45	1.77	28	2.12
40	Have information concerning vocational programs available after high school.	46	1.79	36	2.20
36	Have my parents visit the counselor concerning my plans.	47	2.15	46	2.53

which indicates perfect correlation to 0.00, which means no correlation. The .310 value indicates that there was low correlation between the rank order of the items. However, as Table 2 indicates, considerable discrepancy exists between the items and the relative importance and the perceived emphasis for meeting the needs of students. The difference between rank order position concerning item importance and rank order position pertaining to the needs met items supports this belief.

The students express a desire for more and better career and vocational guidance and counseling services. The rank order of the items is construed to mean the importance of activities for meeting student needs, and taken in conjunction with the mean value, provides data regarding the relative importance of the activities. The same may be said for the present attempt to meet the needs of students. Apparently, on the basis of this particular assessment, increased emphasis on career and vocational guidance and counseling activities would be both desirable and beneficial for the surveyed students.

Parents

The parents of the surveyed students who returned completed instruments indicated that career and vocational guidance and counseling activities were of even greater importance than their children indicated. The values for the individual items ranged from a high of 1.10 to a low of 1.70. Since the scale used was based on a 1.00 to 3.00, with 1.00 being the highest value and 3.00 the lowest value, the mean values for the items fell on the upper portion of the scale. The group mean of 1.37 also reflected the relative position of the items. Each of the 47 included items was perceived to have moderate to great importance.

The "how well the needs are being met" values followed the pattern established in the student returns. The means ranged from a high of 1.77 down to a low of 2.46. Again, meeting the existing needs was only partially being accomplished in the opinion of the surveyed parents. The value of 2.10 for the group mean of the items supports this statement because of the scoring used by the assessment instruments. However, the parents mean indicated that efforts to meet the career and vocational guidance and counseling needs of their children were better directed than in the opinion of the students.

The calculated correlation coefficient using the Spearman Rho rank order method was r=.412 (Table 5). Although this is an improvement from the .310 value derived from the student results, the correlation is quite low. The .412 value indicates that the parents believe more resources and energies should be allocated to meet the career and vocational guidance and counseling needs of their children.

Table 3 on the following two pages is included to provide information to the reader regarding the results. The table is structured in a manner

TABLE 3

GROUP I NEEDS ASSESSMENT

PARENTS PERCEPTIONS OF NEEDS

RANK ORDER OF ACTIVITIES

ITEM NUMBER	ACTIVITY	IMPORTANCE OF NEEDS		HOW WELL NEEDS MET	
		RANK	MEAN	RANK	MEAN
4	Learn how to make decisions.	1	1.10	4	1.82
1	Understand their abilities, interests, and values.	2	1.12	1	1.77
2	Find courses useful to their future.	3	1.14	3	1.80
27	Know how much education and training will be needed for the occupation they plan to enter.	4	1.15	6	1.86
6	Know how to prepare for careers in which they are interested.	5	1.16	12	1.98
18	Know how to apply and interview for jobs.	6	1.20	40	2.29
25	Know how their personal appearance affects their getting and keeping a job.	7	1.21	1	1.77
47	Become aware of the personal and economic importance of work.	8	1.22	13	2.00
24	Develop plans which will help in reaching their educational and occupational goals.	9	1.24	22	2.08
44	Have knowledge of where to find the requirements of jobs that are available to them.	10	1.25	29	2.17
45	Know qualifications considered most important by employers.	10	1.25	28	2.16
17	Know where to start looking for a job.	12	1.27	38	2.27
35	Have better career and occupational information in order to make better plans.	13	1.28	29	2.17
5	Know more about their strengths and weaknesses.	13	1.28	7	1.91
7	Become more aware of educational alternatives after high school.	15	1.30	11	1.96
8	Know how the things that are important to them affect their career choice.	15	1.30	13	2.00
9	Know more about possible careers and the world of work.	15	1.30	20	2.07
34	Have more career and occupational information in order to make better plans.	18	1.31	33	2.18
38	Have more knowledge of the training requirements needed for different occupations.	18	1.31	29	2.17
16	Know what jobs are available.	20	1.32	36	2.21
20	Consider educational alternatives that would allow them to continue their education.	21	1.33	15	2.02
26	Become aware of vocational education and training offered in their high interest areas.	21	1.33	7	1.91
19	Know how values influence their career choice.	23	1.34	18	2.06
21	Know how to find and use various resources which would help them when looking for a job.	24	1.35	34	2.20
43	Have information concerning job placement and shcool selection.	24	1.35	29	2.17
28	Understand the advantages and disadvantages of different occupations.	26	1.36	22	2.08

TABLE 3 CONTINUED

GROUP I NEEDS ASSESSMENT

PARENTS PERCEPTIONS OF NEEDS

RANK ORDER OF ACTIVITIES

ITEM NUMBER	ACTIVITY	IMPORTANCE OF NEEDS		HOW WELL NEEDS MET	
		RANK	MEAN	RANK	MEAN
29	Know what habits and attitudes employers desire workers to have.	27	1.37	25	2.11
30	Know how personal characteristics relate to job requirements.	27	1.37	18	2.06
23	Be able to arrange for and participate in job interviews.	29	1.38	42	2.34
33	Relate their personal talents to various occupations.	29	1.38	20	2.07
11	Get some on-the-job experience in their high interest areas.	31	1.40	46	2.45
12	Have actual on-the-job experience to know what it is like to be employed.	32	1.42	47	2.46
32	Develop an appreciation of how everyone's work is important to them and the community.	33	1.44	17	2.03
14	Talk to a counselor about their career plans.	34	1.47	25	2.11
37	Have more knowledge concerning job application forms and procedures.	35	1.48	38	2.27
40	Have information concerning vocational education programs available to them after high school.	35	1.48	22	2.08
10	Talk with people employed in their high interest areas.	37	1.49	41	2.31
13	Know how people that your children resepct influence their career choice.	37	1.49	15	2.02
39	Have information concerning high school vocational programs.	37	1.49	9	1.93
46	Talk to vocational teachers about career opportunities.	37	1.49	34	2.20
31	Know about the general daily activities that are performed in various occupations.	41	1.58	37	2.25
15	Have me involved in their career plans.	42	1.60	10	1.94
41	Know how to use employment agencies.	43	1.61	45	2.40
42	Be able to use community agencies resources for training and career planning.	43	1.61	43	2.35
3	Better understand their standardized test scores.	45	1.63	4	1.84
22	Understand the changing roles and expectations of men and women.	46	1.64	25	2.11
36	Have me visit the counselor concerning my children's plans.	47	1.70	44	2.37

similar to Table 2 which presented the student results. The survey item, the rank order and the mean value for each item in both the importance of the need and how well the need is met is contained in the table. By inspecting the table, the reader may gain further understanding of the opinions of the parents. Data from Table 3 may be incorporated to prioritize the importance of the included activities and the perceived emphasis currently being placed to meet the needs. The discrepancies between the relative position of the importance of need and needs met columns provide information regarding parental beliefs and satisfaction related to the available services and activities currently in existence.

Counselors

The counselors who completed the needs assessment survey followed the trend which appeared in the students and parents responses. Several similarities were apparent; one was the importance of the activities, ranging in mean value from a high of 1.07 to a low of 1.87, which indicated moderate to great importance; another was that the needs were being partially met at best with derived item mean values from a high of 1.41 to a low of 2.44. Finally, correlation between the importance of needs and needs met was not high, although the coefficient was calculated to be .611 (Table 5), which is appreciably higher than either the students or the parents value. The group means for the counselor responses to the items were 1.41 for the importance of needs and 1.94 for the meeting of the needs. These findings support the belief expressed by both students and parents that career and vocational guidance and counseling activities and services warrants increased emphasis.

Table 4 on the following two pages reports the individual item rank order position and mean value. The table is organized in the same manner as both Tables 2 and 3 so that the reader may perform personal comparisons. Further comparisons between survey populations immediately follow this section.

The similarity of counselor responses to those of the students and parents indicate that counselors are aware of the importance and need to provide increased career and vocational guidance and counseling services. Information from Table 4 supplies basis for the belief that counselors share sentiments similar to those populations which receive services. The data is only applicable for school counselors and the school program in this instance because of the nature of the samples which were used to obtain the results.

TABLE 4

GROUP I NEEDS ASSESSMENT

COUNSELORS PERCEPTIONS OF NEEDS

RANK ORDER OF ACTIVITIES

ITEM NUMBER	ACTIVITY	IMPORTANCE OF NEEDS		HOW WELL NEEDS MET	
		RANK	MEAN	RANK	MEAN
1	Understand their abilities, interests, and values.	1	1.07	9	1.77
4	Learn how to make decisions.	2	1.10	27	1.95
27	Know how much education and training will be needed for the occupation they plan to enter.	3	1.19	3	1.61
2	Find courses useful to their future.	4	1.20	6	1.70
6	Know how to prepare for careers in which they are interested.	4	1.20	10	1.80
26	Become aware of vocational education and training offered in their high interest areas.	6	1.24	5	1.69
39	Have information concerning high school vocational programs.	6	1.24	1	1.41
5	Know more about their strengths and weaknessess.	8	1.26	18	1.92
18	Know how to apply and interview for jobs.	8	1.26	18	1.92
45	Know qualifications considered most important by employers.	10	1.29	21	1.93
24	Develop plans which will help in reaching their educational goals.	11	1.30	21	1.93
7	Become more aware of educational alternatives after high school.	11	1.30	8	1.73
9	Know more about possible careers and the world of work.	11	1.30	12	1.83
16	Know what jobs are available.	14	1.31	21	1.93
17	Know where to start looking for a job.	14	1.31	32	2.00
29	Know what habits and attitudes employers desire workers to have.	16	1.32	27	1.95
44	Have knowledge of where to find the requirements for jobs that are available to them.	16	1.32	10	1.80
25	Know how their personal appearance affects their getting and keeping a job.	18	1.33	12	1.83
14	Talk to a counselor about their career plans.	18	1.33	3	1.61
35	Have better career and occupational information in order to make better plans.	20	1.34	32	2.00
8	Know how the things that are important to them affect their career choice.	21	1.35	21	1.93
34	Have more career and occupational information in order to make better plans.	22	1.36	18	1.92
40	Have information concerning vocational education programs available to them after high school.	22	1.36	7	1.72
47	Become aware of the personal and economic importance of work.	24	1.37	25	1.94
23	Be able to arrange for and participate in job interviews.	25	1.38	36	2.09
33	Relate their personal talents to various occupations.	35	1.38	30	1.97
30	Know how personal characteristics relate to job requirements.	27	1.39	25	1.94

TABLE 4 CONTINUED

GROUP I NEEDS ASSESSMENT

COUNSELORS PERCEPTIONS OF NEEDS

RANK ORDER OF ACTIVITIES

ITEM NUMBER	ACTIVITY	IMPORTANCE OF NEEDS		HOW WELL NEEDS MET	
		RANK	MEAN	RANK	MEAN
20	Consider educational alternatives that would allow them to continue their education.	28	1.42	12	1.83
38	Have more knowledge of the training requirements needed for different occupations.	29	1.43	16	1.89
21	Know how to find and use various resources which would help them when looking for a job.	30	1.44	34	2.01
19	Know how values influence their career choice.	30	1.46	34	2.14
43	Have information concerning job placement and school selection.	31	1.46	17	1.90
28	Understand the advantages and disadvantages of different occupations.	33	1.47	31	1.98
15	Have their parents involved in their career plans.	34	1.50	36	2.09
37	Have more knowledge concerning job application forms and procedures.	35	1.52	27	1.95
46	Talk to vocational teachers about career opportuntiies.	36	1.54	15	1.87
10	Talk with people employed in their high interest areas.	37	1.55	44	2.23
11	Get some on-the-job experience in their high interest areas.	38	1.57	47	2.44
12	Have actual on-the-job experience to know what it is like to be employed.	38	1.57	46	2.38
31	Know about the general daily activities that are performed in various occupations.	40	1.59	41	2.17
32	Develop an appreciation of how everyone's work is important to them and the community.	41	1.62	39	2.15
3	Better understand their standardized test scores.	41	1.62	2	1.49
41	Know how to use employment agencies.	43	1.63	42	2.18
42	Be able to use community agencies resources for training and career planning.	44	1.64	43	2.21
22	Understand the changing roles and expectations of men and women.	45	1.68	35	2.06
36	Have the parents visit the counselor concerning their children's plans.	46	1.72	45	2.28
13	Know how people that students respect influence their career choice.	47	1.87	40	2.16

Counselor results indicated that some of the higher ranking importance items were being emphasized in a manner which reflected the perceived importance. Yet, while the rank order indicates relative position of the items, the mean values for the items must also be taken into consideration when using the table. Since the items were all considered to be important and all were thought to be partially met, the mean values provide data which may assist in redirecting energy and resources. This is especially valid in instances where there is little difference in the rank position but considerable discrepancy between the item means. The results presented in Tables 2 and 3 are also subject to the consideration of mean values.

The students, parents and school counselors results indicate a need to provide increased career and vocational guidance and counseling services. The apparent agreement between the three populations supported the contention that the services are a necessary and viable component of counseling. Comparisons between the students, parents and school counselors further clarifies the obtained data.

GROUP I

COMPARISONS BETWEEN SURVEY POPULATIONS

The preceding section presented survey results for student, parent and counselor participants. In order to gain a more complete picture of the results, comparisons between students and counselors, counselors and parents and students and parents were performed. Table 5 on the following page provides information regarding the correlations between importance of needs and between how well the needs are being met for the three populations. Also included are correlation coefficients between other aspects of earlier need importance versus need met calculations which appear in the report of individual population results.

Students/Counselors

The value derived by use of the Spearman Rho method was .660 for comparisons between item rank order of the importance of needs. Although the value is not high, some agreement exists between students and counselors beliefs pertaining to relative importance of the included activities. On the other hand, the needs met correlation coefficient between the groups was appreciably lower and was calculated to be .535. Thus, less agreement exists concerning what activities and services are being provided than the importance of the activities and services.

Further analysis revealed even less agreement between what needs students believed to be important and how well counselors felt the same needs were being met. The low value of .178 indicates a need for increased communication exchange between the student and counselor populations, especially regarding program emphasis. When counselor importance of needs was compared to student perceptions of needs being met, the value increased

TABLE 5

GROUP 1 -- CORRELATION COEFFICIENTS*

NEEDS ASSESSMENT

	Importance of Needs	vs.	Needs Met
Students		.310[a]	
Parents		.412[b]	
Counselors		.671	

	Importance of Needs	Needs Met
Students/Counselors	.660	.535
Counselors/Parents	.822	.610
Students/Parents	.889	.958

	Importance of Needs (I)	vs.	Needs Met (M)
Students I vs. Counselors M		.178[c]	
Counselors I vs. Students M		.514	
Students I vs. Parents M		.196[d]	
Parents I vs. Students M		.441	
Parents I vs. Counselors M		.445	
Counselors I vs. Parents M		.508	

*Spearman Rho Rank Order Method. Significant at the .001 level unless otherwise indicated by letter.

[a] Significant at .017 level.

[b] Significant at the .002 level.

[c] Significant at the .116 level.

[d] Significant at the .093 level.

to .514. The higher value in this instance indicates that activities are emphasized in areas which counselors consider important and better meet the needs of the students. However, the low values suggest that existing programs and services be evaluated and revamped if necessary to better meet the important student needs.

Counselors/Parents

Comparisons between counselor and parent samples indicated that counselors and parents shared more of the same beliefs regarding importance of needs than the student and counselor results. The calculated correlation coefficient was .822 for the importance of needs. When how well the needs are being met rank order coefficients were obtained, the value was .610. This lower value suggests greater disagreement between the counselor and parent samples when adequacy of services is considered.

Counselor and parent values for importance of needs versus needs met were very similar but lower than either of the derived coefficients comparing need importance or need met. When parent importance of need was related to counselor beliefs regarding the meeting of the need, a value of .445 was obtained. Switching the positions of parents and counselors so that counselor importance was compared to parent perception of meeting the need, the value rose to .508. The similarity in values lends support to contention that parents and counselors share more of the same opinions about career and vocational guidance and counseling services than do students and counselors. However, the low values of .445 and .508 suggest that there are significant differences between the counselor and parent sample populations. Discussion of the differences appear in the interpretation of results section.

Students/Parents

Of all of the calculations performed, the r values obtained between the students and parents were highest, with the importance of needs reaching .890 and the needs met aspect climbing to .958. The high values suggest that students and parents share very similar expectations pertaining to career and vocational guidance and counseling activities. Yet, when correlations were calculated for student importance versus parent met and parent importance versus student met, the values were similar to those obtained from the student and counselor analyses.

The values for student importance compared to parent met was .196; between parent importance and student met the value increased to .441. These low values were unexpected since the previous comparisons are not adequate predictors in themselves. Attempts to unravel the apparent inconsistencies follow as the results are interpreted.

GROUP 1

RESULT INTERPRETATION

Although the level of importance of needs was not the same for all surveyed populations, the needs were considered important. The combined mean of 1.41 is an indication of the overall importance of needs for the students, parents and counselors who formed Group 1.

The results from Group 1 were related to perceptions regarding needs of students participating in public education. All populations in Group 1 were school oriented since the students, their parents and all school counselors were selected to respond to the assessment instrument. Thus, the Group 1 results were applicable to services available for 7th through 12th grade students whether or not a career and vocational guidance and counseling program existed.

Nevertheless, the results from all three Group 1 members strongly supported the importance of career and vocational guidance and counseling activities. From this belief stems the notion that schools need to provide activities which allocate resources for satisfying the expressed needs.

Parents in the survey placed more importance on the included activities than either counselors or students. While the level of importance was somewhat different between the population samples, what activities were considered important showed considerable similarity. The application of the correlational methodology, that is, determination of a relationship between different populations or subject materials, suggested that a program designed to satisfy the needs of students would be acceptable to parents as well. Since counselors are an integral part of such activities, satisfying the identified needs of students is considered a high priority item. However, the results indicated that the ranking of activities according to importance was less similar for counselors/students than for either the counselors/parents or the students/parents.

The needs met correlation results being considerably lower for both students/counselors and counselors/parents comparisons than the derived importance correlations indicate differences in the populations perceptions regarding the adequate provision of the activities to meet career and vocational guidance and counseling needs. Even though needs are being partially met in the opinion of all involved parties, there is apparent discrepancy as to what needs are being met. The disagreement encompasses not only how well the needs are being met but also which of the needs are being met. Only the students and parents seemed to agree on which and how well needs are being met.

These findings obtained further support when importance of needs and needs met comparisons were conducted. The low correlations obtained for the students, parents and counselors between the categories indicated that the importance of need was not highly related to the need being met. Students felt most strongly about the non-relationship followed by parents and then counselors. With the apparent lack of influence by importance of needs in directing efforts to meet the needs, "inappropriate" may be used to describe the priorities of existing career and vocational guidance and counseling activities.

Further information regarding this assumption of inappropriate direction was supplied when relationships were established between the importance of needs for one population and the needs met of another population. While some variation in perceptions may be accounted for by differences in training, experience, maturity and understanding of career development processes, students were considered to be misrepresented. Extremely low values of below

.2 were obtained when student importance was compared to needs met for the other Group 1 members. When the roles were reversed, and counselors or parents importance were compared to students needs met data, the values rose considerably, indicating the impact of adult perceptions on what students believe was being done to meet the needs. Comparisons between the counselors and parents did not reflect as large an upward movement in the coefficient value when their positions were exchanged. Thus, students may be considered to be somewhat ignored when their career and vocational guidance and counseling needs have been considered in the past.

Summary

The results established that the importance of needs does not necessarily determine if the needs were being met; that there are definite needs which deserve increased emphasis; that all included needs were considered important; that students had inadequate input into the determination of activities; that there was more agreement between the populations as to what needs were important than what needs were met; that needs were being partially met; and, that increased emphasis on career and vocational guidance and counseling activities would be acceptable to all parties. These interpretations are reflected in the developed model and were provided by the statistical data analyses.

GROUP 2

SURVEY POPULATION RESULTS
OUT-OF-SCHOOL YOUTH AND ADULTS,
POST-SECONDARY STUDENTS, COLLEGE FRESHMEN

Out-of-School Youth and Adults

The importance of the 43 activity items included on the survey instrument were all considered to be of moderate to great importance by the out-of-school youth and adult sample. While the importance mean for all items was 1.55, the values ranged from a high of 1.32 to a low of 2.04. Table 6, beginning on the following page, identifies the rank order and the group mean for each item on the survey. All items were considered to be significantly important to the sample population from empirical results.

The 43 needs met items had a higher mean than the importance of needs met. The group mean of 1.92 indicated that overall, the needs of the surveyed population were being partially met. The range of values for the needs met section ran from a high of 1.57 to a low of 2.35. Again, tests of significance resulted in no item mean being significantly different from the group mean. The statistical tests supported the belief that, on the whole, the assumption concerning how well the needs are being met was valid when considered as being partially met.

When comparisons were made using the Spearman Rho correlation method, a value between the importance of needs and needs met columns was obtained. The r or correlation coefficient derived was .584. The .584 value, while not considered high, lends further support to the belief that the needs of the out-of-school youth and adult sample are being partially met. However, the data did not provide information concerning who or how the needs were being cared for on at least a partial basis.

TABLE 6

GROUP II NEEDS ASSESSMENT

OUT OF SCHOOL YOUTH AND ADULTS PERCEPTIONS OF NEEDS

RANK ORDER OF ACTIVITIES

ITEM NUMBER	ACTIVITY	IMPORTANCE OF NEEDS RANK	IMPORTANCE OF NEEDS MEAN	HOW WELL NEEDS MET RANK	HOW WELL NEEDS MET MEAN
1	Understand my abilities, interests, and values.	1	1.32	2	1.64
24	Know how much education and training will be needed for the occupation I plan to enter.	2	1.33	3	1.65
5	Know how to prepare for a career in which I am interested.	3	1.35	6	1.75
16	Know how to apply and interview for a job.	3	1.35	11	1.82
23	Know the importance of personal appearance in getting and keeping a job.	3	1.35	1	1.57
2	Find education programs useful to my future.	6	1.36	4	1.68
14	Know what jobs are available locally.	7	1.42	35	2.01
10	Get some on-the-job experience in my high interest areas.	8	1.43	36	2.02
15	Know where to start looking for a job.	9	1.44	30	1.98
26	Know what habits and attitudes employers desire workers to have.	9	1.44	7	1.76
3	Improve my ability to make career decisions.	11	1.45	8	1.78
4	Know more about my strengths and weaknesses.	11	1.45	5	1.74
31	Become aware of vocational education and training offered in my high interest areas.	11	1.45	9	1.80
41	Have knowledge of where to find the requirements for jobs that are available.	11	1.45	28	1.97
42	Know qualifications considered most important by employers.	15	1.46	20	1.93
22	Develop plans which will help in reaching my educational and occupational goals.	16	1.49	14	1.86
25	Understand the advantages and disadvantages of different jobs.	16	1.49	18	1.89
27	Know how personal characteristics relate to job requirements.	18	1.51	10	1.81
33	Have better career and occupational information in order to make better plans.	18	1.51	26	1.96
19	Know how to find and use the various local resources available when looking for a job.	20	1.52	38	2.06
21	Be able to arrange for and participate in job interviews.	20	1.52	33	2.00
37	Have more knowledge of the training requirements needed for different occupations.	20	1.52	26	1.96
28	Know about the general daily activities that are performed on various jobs.	23	1.53	14	1.86
30	Relate my personal talents to various occupations.	23	1.53	16	1.87
32	Have more career and occupational information in order to make better plans.	23	1.53	31	1.99

TABLE 6 CONTINUED

GROUP II NEEDS ASSESSMENT

OUT OF SCHOOL YOUTH AND ADULTS PERCEPTIONS OF NEEDS

RANK ORDER OF ACTIVITIES

ITEM NUMBER	ACTIVITY	IMPORTANCE OF NEEDS		HOW WELL NEEDS MET	
		RANK	MEAN	RANK	MEAN
35	Have more knowledge concerning job placement.	23	1.53	37	2.04
6	Become more aware of my educational alternatives.	27	1.57	11	1.82
8	Know more about possible career choices and the world of work.	28	1.58	23	1.94
7	Become aware of career training available in my community.	29	1.60	20	1.93
9	Talk with people employed in my high interest areas.	30	1.61	33	2.00
36	Have more knowledge concerning job application forms and procedures.	30	1.61	28	1.97
17	Know how values influence my career choice.	32	1.64	19	1.90
18	Consider educational altervatives available to me after completion of school training.	33	1.65	23	1.94
29	Develop an appreciation of how everyone's work is important to them and the community.	35	1.65	20	1.87
38	Have information concerning vocational programs.	35	1.66	20	1.93
34	Have a career counselor available who is able to help me with career planning.	36	1.67	39	2.07
39	Know how to use employment agencies.	37	1.68	41	2.15
43	Talk to vocational teachers about career opportunities and education programs.	38	1.73	25	1.95
11	Know how people I respect influence my career choice.	39	1.75	13	1.85
40	Be able to use community agencies resources for training and career planning.	39	1.75	40	2.14
20	Understand the changing roles and expectations of men and women.	41	1.82	31	1.99
12	Talk to a career counselor about my career plans.	42	1.96	42	2.17
13	See an employment security counselor for help in planning a career.	43	2.04	43	2.35

The statistical rank supported the belief of the project staff that better services should be provided to the out-of-school youth and adult population. Reference to Tables 6 and 9 will enable the reader to inspect the results obtained for the population and increase the understanding of what the sample considered important to them. Statistically speaking, all items were important, the needs were being partially met and there is considerable room for improving services to this particular population.

Post-Secondary Students

The post-secondary student population surveyed, as with the other populations in the assessment, also indicated a moderate to great importance for the 43 activity items. The group mean was calculated to be 1.38, with item values ranging from a high of 1.14 to a low of 1.95. Again, tests of significance resulted in only the last ranked item being significantly different from the group mean. The remaining individual item means were not different. From this data, the survey participants apparently felt that all of the areas covered by the items were important needs.

The information obtained concerning how well the same needs are being met was also similar to the findings for other sample populations. With an item mean range from a high of 1.37 to a low of 2.30, the group mean for all 43 items was 1.73. Performing the same statistical tests applied to the importance of needs information indicated that all included needs were at least partially met. The same item in the needs met section as found in the importance of needs results was significantly different; however, all other items were statistically similar according to the method incorporated in the analyses.

Inspection of Table 7, beginning on the following page, allows the reader to make personal deductions as to which needs are considered important and how well the needs are being met. Even though the same activities are ranked differently in most instances, the correlation between the two sets was .578. If the items would have been ranked in exactly the same order, the correlation value would have been 1.000, which obviously is not the case in this or any other instance throughout the assessment. Thus, while needs are being partially met, room for improving and increasing services is obvious as related by the statistical analyses.

TABLE 7

GROUP II NEEDS ASSESSMENT

POST SECONDARY STUDENTS PERCEPTIONS OF NEEDS

RANK ORDER OF ACTIVITIES

ITEM NUMBER	ACTIVITY	IMPORTANCE OF NEEDS RANK	IMPORTANCE OF NEEDS MEAN	HOW WELL NEEDS MET RANK	HOW WELL NEEDS MET MEAN
24	Know how much education and training will be needed for the occupation I plan to enter.	1	1.14	4	1.47
1	Understand my abilities, interests, and values.	2	1.17	2	1.42
15	Know where to start looking for a job.	2	1.17	24	1.71
42	Know qualifications ocnsidered most important by employers.	2	1.17	14	1.66
5	Know how to prepare for a career in which I am interested.	5	1.18	4	1.47
10	Get some on-the-job experience in my high interest areas.	5	1.18	26	1.74
16	Know how to apply and interview for a job.	7	1.19	10	1.62
2	Find education programs useful to my future.	8	1.20	2	1.42
23	Know the importance of personal appearance in getting and keeping a job.	9	1.22	1	1.37
26	Know what habits and attitudes employers desire workers to have.	10	1.26	7	1.54
28	**Know about the general daily activities that are performed in various jobs.**	10	1.26	10	1.62
22	Develop plans which will help in reaching my educational and occupational goals.	12	1.27	16	1.67
35	Have more knowledge concerning job placement.	12	1.27	33	1.85
41	Have knowledge of where to find the requirements of jobs that are available.	12	1.27	36	1.87
3	Improve my ability to make career decisions.	15	1.28	6	1.52
32	Have more career and occupational information in order to make better plans.	16	1.29	29	1.82
21	Be able to arrange for and participate in job interviews.	17	1.30	29	1.82
25	Understand the advantages and disadvantages of different jobs.	17	1.30	16	1.67
31	Become aware of vocational education and training offered in my high interest areas.	17	1.30	8	1.55
14	Know what jobs are available locally.	20	1.31	29	1.82
19	Know how to find and use the various local resources available when looking for a job.	21	1.33	33	1.85
33	Have better career and occupational information in order to make better plans.	21	1.33	38	1.88
4	Know more about my strengths and weaknesses.	23	1.35	9	1.59
27	Know how personal characteristics relate to job requirements.	23	1.35	16	1.67
36	**Have more knowledge concerning job application forms and procedures.**	23	1.35	26	1.74

TABLE 7 CONTINUED

GROUP II NEEDS ASSESSMENT

POST SECONDARY STUDENTS PERCEPTIONS OF NEEDS

RANK ORDER OF ACTIVITIES

ITEM NUMBER	ACTIVITY	IMPORTANCE OR NEEDS RANK	IMPORTANCE OR NEEDS MEAN	HOW WELL NEEDS MET RANK	HOW WELL NEEDS MET MEAN
37	Have more knowledge of the training requirements needed for different occupations.	23	1.35	32	1.84
30	Relate my personal talents to various occupations.	27	1.40	21	1.69
8	Know more about possible career choices and the world of work.	28	1.41	21	1.69
9	Talk with people employed in my high interest areas.	29	1.43	36	1.87
18	Consider educational alternatives available to me after completion of school training.	29	1.43	28	1.77
17	Know how values influence my career choice.	31	1.44	14	1.66
43	Talk to vocational teachers about career opportunities and education programs.	32	1.46	13	1.65
6	Become more aware of my educational alternatives.	33	1.50	16	1.67
7	Become aware of career training available in my community.	33	1.50	12	1.64
29	Develop an appreciation of how everyone's work is important to them and the community.	35	1.51	24	1.71
38	Have information concerning vocational programs.	35	1.51	41	1.70
34	Have a career counselor available who is able to help me with career planning.	37	1.53	39	1.98
11	Know how people I respect influence my career choice.	38	1.61	20	1.68
39	Know how to use employment agencies.	38	1.61	41	2.07
40	Be able to use community agencies resources for training and career planning.	40	1.63	40	2.00
20	Understand the changing roles and expectations of men and women.	41	1.70	33	1.85
12	Talk to a career counselor about my career plans.	42	1.81	42	2.11
13	See an employment security counselor for help in planning a career.	43	1.95	43	2.30

Excepting the parent sample, the group mean for the post-secondary population in the importance of needs was the highest. This indicates that the post-secondary students sampled recognize the importance of the activities associated with career and vocational guidance and counseling. The sample also felt that their needs were being better met since the group mean for the needs met category was higher than any other group surveyed. Further investigation of these results are contained in sections dealing with comparisons within their own group and between the student, parent and counselor groups.

College Freshmen

The college freshmen results were similar to all other populations in that all needs were considered of moderate to great importance and the needs are being partially met. The results were statistically treated in a manner similar to that used with the other survey populations. The implications of the findings are presented after the results of this aspect of the needs assessment is completed.

The values of item means for the college freshmen sample ranged from a high of 1.18 to a low of 2.08. With the overall mean calculated to be 1.55, there were no items found to be significantly different from the group mean. Again, the tests of significance were used in order to arrive at this conclusion.

The group mean of 2.18 for the needs met items was significantly different from the group mean for the importance of needs. This result was expected since the needs were considered only partially met at best, which contributes to the range in item means from a high of 1.76 to a low of 2.60. Non-significant differences would indicate that the needs are being satisfactorily met, which is not the case, at least statistically speaking. Reference to Table 8 provides more information regarding the differences between the perceived importance of needs and needs met for each item.

Further evidence of the difference between the importance and met values was supplied by the correlation coefficient between the two categories. The r value of .410 was the lowest value within the group. The low value seems to imply a need to place more emphasis upon meeting the needs of the college freshmen. This has been the trend throughout the analysis of this phase of the needs assessment. Using the tables which serve as summaries of the results provides detailed information regarding the perceptions of the college freshmen.

TABLE 8

GROUP II NEEDS ASSESSMENT

COLLEGE FRESHMEN PERCEPTIONS OF NEEDS

RANK ORDER OF ACTIVITIES

ITEM NUMBER	ACTIVITY	IMPORTANCE OF NEEDS RANK	IMPORTANCE OF NEEDS MEAN	HOW WELL NEEDS MET RANK	HOW WELL NEEDS MET MEAN
2	Find education programs useful to my future.	1	1.18	3	1.82
5	Know how to prepare for a career in which I am interested.	2	1.21	5	1.94
24	Know how much education and training will be needed for the occupation I plan to enter.	2	1.21	1	1.76
1	Understand my abilities, interests, and values.	4	1.23	4	1.89
22	Develop plans which will help in reaching my educational and occupational goals.	5	1.28	12	2.08
10	Get some on-the-job experience in my high interest areas.	6	1.34	35	2.33
42	Know qualifications considered most important by employers.	6	1.34	26	2.24
32	Have more career and occupational information in order to make better plans.	8	1.35	29	2.27
33	Have better career and occupational information in order to make better plans.	8	1.35	30	2.28
3	Improve my ability to make career decisions.	10	1.36	6	1.95
16	Know how to apply and interview for a job.	11	1.38	14	2.11
23	Know the importance of personal appearance in getting and keeping a job.	12	1.42	2	1.80
25	Understand the advantages and disadvantages of different jobs.	12	1.42	21	2.18
30	Relate my personal talents to various occupations.	14	1.43	19	2.15
15	Know where to start looking for a job.	15	1.44	35	2.33
9	Talk with people employed in my high interest areas.	16	1.45	24	2.22
14	Know what jobs are available locally.	17	1.49	39	2.38
41	Have knowledge of where to find the requirements of jobs that are available.	18	1.50	33	2.30
34	Have a career counselor available who is able to help me with career planning.	19	1.51	15	2.12
4	Know more about my strengths and weaknesses.	20	1.52	8	2.04
6	Become more aware of my educational alternatives.	20	1.52	23	2.20
27	Know how personal characteristics relate to job requirements.	20	1.52	8	2.04
26	Know what habits and attitudes employers desire workers to have.	23	1.54	10	2.05
28	Know about the general daily activities that are performed on various jobs.	23	1.54	18	2.14
35	Have more knowledge concerning job placement.	23	1.54	35	2.33
37	Have more knowledge of the training requirements needed for different occupations.	23	1.54	16	2.13
31	Become aware of vocational education and training offered in my high interest areas.	27	1.55	20	2.16

TABLE 8 CONTINUED

GROUP II NEEDS ASSESSMENT

COLLEGE FRESHMEN PERCEPTIONS OF NEEDS

RANK ORDER OF ACTIVITIES

ITEM NUMBER	ACTIVITY	IMPORTANCE OF NEEDS RANK	IMPORTANCE OF NEEDS MEAN	HOW WELL NEEDS MET RANK	HOW WELL NEEDS MET MEAN
21	Be able to arrange for and participate in job interviews.	28	1.56	31	2.29
8	Know more about possible career choices and the world of work.	29	1.57	27	2.25
19	Know how to find and use the various local resources available when looking for a job.	29	1.57	39	2.38
18	Consider educational alternatives available to me after completion of school training.	31	1.61	22	2.19
36	Have more knowledge concerning job application forms and procedures.	32	1.63	34	2.32
17	Know how values influence my career choice.	33	1.67	16	2.13
29	Develop an appreciation of how everyone's work is important to them and the community.	34	1.72	11	2.06
7	Become aware of career training available in my community.	35	1.75	31	2.29
12	Talk to a career counselor about my career plans.	35	1.75	25	2.23
39	Know how to use employment agencies.	37	1.83	42	2.49
40	Be able to use community agencies resources for training and career planning.	38	1.85	41	2.45
11	Know how people I respect influence my career choice.	39	1.86	7	2.03
20	Understand the changing roles and expectations of men and women.	40	1.88	13	2.09
43	Talk to vocational teachers about career opportunities and education programs.	41	1.97	35	2.33
38	Have information concerning vocational programs.	42	2.06	27	2.25
13	See an employment security counselor for help in planning a career.	43	2.08	43	2.60

GROUP 2

COMPARISONS BETWEEN SURVEY POPULATIONS

Out-of-School Youth and Adults/Post-Secondary Students

The Spearman Rho correlation coefficient between the out-of-school youth and adult and post-secondary student populations for the importance of needs was .904, which is quite high in this particular study. From this result, an assumption may be made that the populations rank the included activities in like but not exact orders. This apparent sharing of perceptions indicate similar needs, although the post-secondary students consider the degree of importance significantly higher, as comparison of group means indicated. The fact remains that there is agreement as to what activities are important for the two populations.

This sharing of perceptions is more evident when the needs met results are compared. The r value in this instance is .920, a high correlation between the two populations. As with most correlations, the values only indicate the degree of the interrelatedness of the perceptions and not the causes. Even though there are supposed differences between the groups, especially in the area of formal education, the differences in needs did not surface. The similarity between the two samples in both aspects of the study when the importance of needs and needs met are compared deserves additional discussion in the implications section. The model plan will reflect these similarities as a result of these statistical findings.

Correlation coefficients were also obtained for cross-reference comparisons; that is, comparison of the perceived importance order of one population to the needs met order of the other population. These anaylses produced lower values than those obtained for comparisons of the same

TABLE 9

GROUP 2 -- CORRELATION COEFFICIENTS*

NEEDS ASSESSMENT

	Importance of Needs	vs.	Needs Met
Out of School Youth & Adults (OSY&A)		.584	
Post Secondary Students (PSS)		.578	
College Freshmen (CF)		.410[a]	

	Importance of Needs	Needs Met
OSY&A vs. CF	.818	.829
PSS vs. CF	.808	.695
OSY&A vs. PSS	.904	.920

	Importance of Needs (I)	vs.	Needs Met (M)
OSY&A I vs. PSS M		.617	
PSS I vs. OSY&A M		.483	
PSS I vs. CF M		.290[b]	
CF I vs. PSS M		.428[c]	
OSY&A I vs. CF M		.391[d]	
CF I vs. OSY&A M		.441[d]	

*Spearman Rho Rank Order Method. Significant at the .001 level unless otherwise indicated.

[a] Significant at the .003 level.

[b] Significant at the .03 level.

[c] Significant at the .002 level.

[d] Significant at the .005 level.

categories between populations. The value for the out-of-school youth and adult importance when compared to the post-secondary student met is .617. Even lower values were obtained when the populations switched categories, the result being r=.483. The results indicate some relationship between the populations, but again cannot provide information as to what causes the relationship. Table 9 was included to summarize the obtained correlation coefficients for the Group 2 populations.

Post-Secondary Students/College Freshmen

The derived correlation coefficient for the importance of need comparison between the post-secondary student sample and the college freshmen sample is .808, the second lowest value within Group 2. The lowest value is .695, obtained when comparing the needs met category between the same samples. Thus, although the samples apparently share some of the same beliefs regarding the importance of needs, the survey participants disagree to a greater extent on how well the needs are being met. However, the value was not so low as to assume that there was no relationship between the perceptions of the two samples; on the contrary, there was similarity but not to the degree of the other Group 2 comparisons.

The importance of needs comparison indicates a shared concern for the necessity of career and vocational guidance and counseling activities by both samples in this instance. Although not in total agreement as to which activities deserve higher ranking, that the activities are important is apparent. The group means presented earlier in the discussion are significantly different, indicating a greater importance of needs by the post-secondary student sample. The college freshmen seem to believe that their overall needs are not being as well met as the post-secondary students and analysis showed significant difference between the item group means for these samples. The needs, as previously established, are being at least partially met for both populations.

When comparisons are made between the rank order importance of needs for one sample and the rank order of needs met for the other sample, the r values shrink. Post-secondary students importance compared to college freshmen met produces a coefficient of .290, which indicates little correlation or influence between samples. Inverting the importance and met categories with the samples realizes a value of .428, again reflecting little influence. This result of smaller r's for these intra-group cross-reference comparisons is consistent with the trend established throughout this report.

College Freshmen/Out-of-School Youth and Adults

The final intra-group comparison reports the results obtained when statistical analysis was incorporated with the college freshmen and out-of-school youth and adult survey samples responses. The two samples agreed that the activities included in a career and vocational guidance and counseling program are important. The correlation coefficient for the comparisons between the perceived importance for the two samples is .818. Again, there were shared sentiments as to the order of importance of the assessment items. The consistency of the importance of the activities indicates a homogeneous need for the activities. The value of 1.55 for the group mean importance of needs was the same for both samples. The lack of difference between the means is consistent with the assumption that the activities are important to divergent populations.

Agreement between the two samples is also apparent upon inspection of the needs met coefficient. The r in this instance is .829, advancing the notion that similar needs are being at least partially met. Some needs are met to a greater degree than others, just as some needs are considered more important than others. The rank order and mean values of the individual items seem to support this contention. The .823 value is also related to the fact that there are usually small differences, in some instances .01, separating the item means. Ties of the means necessarily results in equal rank order position for more than one item. The effect is apparent in the other population rank order and correlation coefficients also.

Just as in the other reports throughout this result section for both Groups 1 and 2, there is a significant drop in correlation coefficients when the intra-group cross-reference comparisons are performed. In this instance, the comparisons between the out-of-school youth and adult importance of needs and the college freshmen needs met rank orders are assigned a .391 value. When subjecting the rank order data to another test with the samples exchanging categories, the r is computed to be .440, signifying little correlation between the two samples. There appears minimal influence between the groups, which may lend more support to the theorem that all persons perceive a need for specific activities which are related to a career and vocational guidance and counseling program.

GROUP 2

COMPLETION QUESTION RESULTS

Three completion questions were administered to the out-of-school youth and adults, post-secondary students and college freshmen populations. The questions were related to potential utilization and location of career counselors. With only three questions presented and "yes" or "no" answers requested, the questions and results were presented within this section and no summary table was included.

All populations agreed with the first question, which was: "Would you use career counselors if they were available in schools?" The percentage breakdowns were; out-of-school youth and adults, 77% yes, 20% no, with 3% omitting the item; post-secondary students, 70% yes, 24% no, with 6% omitting the item; and college freshmen, 80% yes, 13% no, with 7% omitting the item. Therefore the majority of the surveyed populations would utilize the career counselor.

There was agreement between two of the three populations for the second question. The item read: "Would you prefer a career counselor to be located in the community outside of the school?" The out-of-school youth and adults majority expressed a preference in the affirmative. The results were 61% yes, 34% no, with 5% omitting the item. Both post-secondary students and college freshmen would not prefer an out-of-school location. The post-secondary students reported 20% yes, 73% no, with 8% omitting the item. The college freshmen returned 36% yes, 56% no, with 8% omitting the item. Majority agreement was related to involvement in a formal educational program.

The final question asked: "Would you prefer a career counselor to be located in an employment security office?" Lines of demarcation between agreement and disagreement were not as well defined by the populations. The majority of out-of-school youth and adults agreed, reporting results of 55% yes, 40% no and 5% omitting the item. The post-secondary students split the responses with 46% yes, 46% no and 8% omitting the item. The majority of college freshmen also agreed, with results of 52% yes, 41% no and 7% omitting the item. Feelings apparently were mixed when a more specific location was included, but the career counselor in an employment security office or setting would be acceptable to the populations, even if not strongly endorsed.

Overall, access to a counselor was considered positively by the populations. If counselors were provided, the location would be an important consideration for the populations, possibly because of the convenience factors rather than hesitation to utilize a career counselor in meeting personal needs.

GROUP 2

RESULT INTERPRETATION

The three populations which comprised Group 2 were the out-of-school youth and adults, the post-secondary students and the college freshmen. Of the three members, the post-secondary students considered the overall needs most important, reflected by the mean of 1.38 for the 43 items; the college freshmen and out-of-school youth and adults thought the 43 items of equal importance, both producing 1.55 mean values. However, when placed along the 1.00 to 3.00 continuum, with 1.00 representing great importance, 2.00 moderate importance and 3.00 little importance, values for all three samples fell well above the moderate importance point. Therefore, the needs were considered to be of moderate to great importance for all Group 2 members.

Since the needs of each Group 2 member are important, the community career and vocational guidance and counseling model must reflect the existence of the needs. Services provided the populations represented in Group 2 would apparently benefit from services facilitating career development. As with the Group 1 results, the data from Group 2 provided further support for providing career and vocational guidance and counseling services to all persons. The obtained assessment information from Group 2 further strengthened the establishment of a comprehensive community program. Apparently, the high correlations for the importance of needs between the Group 2 members indicated similar perceptions regarding the desirability of the included activities. The agreement implied by the correlation was supportive evidence that career and vocational guidance and counseling were considered valuable across all populations. An assumption was that a community program designed to meet the needs of one of the three populations would prove satisfactory and acceptable by other residents. Additional support regarding the assumption was found after analysis of the comparisons of needs met information.

There was relatively high correlation for the out-of-school youth and adults and college freshmen needs met comparison. Even higher correlation was found when comparing the needs met of the out-of-school youth and adults with the post-secondary students needs met results. The smallest correlation occurred when the post-secondary students and college freshmen were compared. However, the perceived needs were met on a partial basis for all three populations. The lower correlation between the post-secondary students and college freshmen was attributed to a larger number of unmet needs for college freshmen as established by the 2.18 mean for the needs met items, than for the post-secondary students sample which had a mean of 1.73 for the 43 items. However, a program which meets the needs according to perceived importance and places additional emphasis upon satisfying needs partially met, would prove beneficial to all Group 2 populations.

The collected data indicated considerable room for improving services to the Group 2 populations. When the importance of needs were compared to the needs met for all three samples, obtained correlation values were not high. Out-of-school youth and adults had the highest value, with the post-secondary students next and the college freshmen last. Apparently, the surveyed Group 2 members believed that available services did not address their expressed needs very well. A related inference which resulted from this information was the need for a developmental program so that career and vocational guidance and counseling needs of all residents may be addressed before individuals finish with secondary education. Yet, all Group 2 samples illustrated the necessity of providing services after the secondary education is completed. Thus, continued services must be available through the community program.

Correlation data pertaining to the comparison of the importance of needs for one population with the needs met of another population showed some relationship. However, the information was not considered to be indicative of unobserved tendencies on the part of the Group 2 members. Because of the lack of structured interaction between the populations, influences were not related to possible changes of opinion by any of the Group 2 samples. A viable use of the information was comparing the Group 1 and Group 2 results of the cross-referenced tests. This study did not find the data to provide unusual information and exerted little influence over the subsequent model development, especially in the provision of services to Group 2 populations.

Summary

An important result was the level of agreement found between the Group 2 populations. Because the importance of needs and needs met perceptions were correlated at a relatively high level, the development of interrelated services and use of existing services and personnel were believed to be a viable alternative for the model program. The data also supported the belief that a realistic program could be developed which addressed the needs of divergent populations without being fragmented and unmanageable. The results assisted in the prioritization of needs and identified areas which warrant increased emphasis.

For the most part, the results of the Group 2 samples supplied much of the necessary information on which the post-secondary, out-of-school youth, adult and adult education model program recommendations were based. The results were used in the manner for which intended, that being, supply data on the importance and satisfaction of career and vocational guidance and counseling needs. The following section provides further expansion and refinement of the previously discussed results.

MODEL PROGRAM

COMPONENT CATEGORY RESULTS

The basic structure of the career and vocational guidance and counseling model is designed upon the four components of guidance. Although different terminology is prevalent in literature dealing with counseling and guidance, the West Virginia model is consistent with the four areas suggested in the self-understanding, decision making, environmental awareness and interpersonal skills. Explanation and interpretation for each of the components is contained within the Career and Vocational Guidance and Counseling Program Model in the "Program Components" section. For the purposes of reporting the results, the four components are identified but not presently defined.

Each item on the assessment instrument was placed in at least one of the categories. Items were in some instances assigned to more than one category because of overlap or significant relationship to both components included on the survey. The analyses accounted for repeated items and each Group 1 or Group 2 member had an identical number of items within the component categories.

The components contained the following number of items for the Group 1 members: self-understanding had 11; interpersonal skills had 12; decision making had 8; and, environmental awareness had 24. Eight items were assigned to more than one category.

Because different instruments were used for the assessment of Group 1 and Group 2, the Group 2 component categories had some variation in the number of assigned items. The breakdown for Group 2 items were: self-understanding with 6; interpersonal skills with 10; decision making with 8; and, environmental awareness with 24.

Tables 10 through 17 were included in the results sections so that the items within each component category could be compared between populations.

The identification of the assigned items was necessary in order that the reader obtained improved understanding of the meaning and makeup of each component. The summary which concluded the results provided further clarification for interpretive purposes.

GROUP 1

MODEL COMPONENT CATEGORY RESULTS

Students

The student sample apparently considered the item activities related to environmental awareness as being most important. The highest value within the categories was 1.43, followed by mean values of 1.45 for interpersonal skills, 1.46 for self-understanding activities and 1.55 for decision making skills. The values have been rounded to the nearest hundredth in all instances.

Self-understanding needs were considered being better met than the other three categories. The mean values derived were 2.00 for the self-understanding component, followed by 2.03 for decision making activities, 2.08 for environmental awareness needs and 2.13 for interpersonal activities identified in the survey. The relatively small differences between the categories suggest the needs are being met at approximately the same level. A similar statement may be applicable to the importance of the determined categories. Table 10 on the following page presents the 47 items according to the appropriate component category with the mean score and the overall rank for each item included.

TABLE 10

STUDENTS COMPONENT CATEGORY ITEMS

COMPONENT	ITEM NUMBER	ACTIVITY	IMPORTANCE OF NEEDS		HOW WELL NEEDS MET	
			MEAN	RANK	MEAN	RANK
SELF UNDERSTANDING	1	Understand my abilities, interests, and values.	1.23	5	1.80	4
	25	Know how my personal appearance affects my getting and keeping a job.	1.34	10	1.73	1
	47	Become aware of the personal and economic importance of work.	1.34	10	1.91	9
	8	Know how the things that are important to me affect my career choice.	1.37	15	2.00	14
	11	Get some on-the-job experience in my high interest areas.	1.39	16	2.42	45
	12	Have actual on-the-job experience to know what it is like to be employed.	1.42	19	2.40	42
	5	Know more about my strengths and weaknesses.	1.42	19	1.89	8
	19	Know how values influence my career choice.	1.55	35	2.06	24
	13	Know how people I respect influence my career choice.	1.64	38	1.96	11
	22	Understand the changing roles and expectations of men and women.	1.73	41	2.10	46
	3	Better understand my standardized test scores.	1.73	41	1.80	4
INTERPERSONAL SKILLS	17	Know where to start looking for a job.	1.26	6	2.23	37
	18	Know how to apply and interview for jobs.	1.27	7	2.25	38
	25	Know how my personal appearance affects my getting and keeping a job.	1.34	10	1.73	1
	45	Know qualifications considered most important by employers.	1.36	14	2.15	30
	21	Know how to find and use various resources which would help me when looking for a job.	1.42	19	2.18	35
	29	Know what habits and attitudes employers desire workers to have.	1.45	25	2.05	22
	43	Have information concerning job placement and school selection.	1.45	25	2.16	32
	37	Have more knowledge concerning job application forms and procedures.	1.48	28	2.25	38
	23	Be able to arrange for and participate in job interviews.	1.50	30	2.40	42
	32	Develop an appreciation of how everyone's work is important to them and the community.	1.61	36	2.01	18
	41	Know how to use employment agencies.	1.65	39	2.53	46
	42	Be able to use community agencies resources for training and career planning.	1.70	40	2.40	42
DECISION MAKING	4	Learn how to make decisions.	1.14	1	1.75	2
	24	Develop plans which will help in reaching my educational and occupational goals.	1.31	8	2.00	14
	33	Relate my personal talents to various occupations.	1.44	23	2.00	14
	30	Know how personal characteristics relate to job requirements.	1.47	27	2.02	20

TABLE 10

STUDENTS COMPONENT CATEGORY ITEMS CONTINUED

COMPONENT	ITEM NUMBER	ACTIVITY	IMPORTANCE OF NEEDS		HOW WELL NEEDS MET	
			MEAN	RANK	MEAN	RANK
DECISION MAKING	20	Consider educational alternatives that would allow me to continue my education	1.53	33	2.04	21
	15	Have my parents involved in my career plans.	1.62	37	1.82	7
	14	Talk to a counselor about my career plans.	1.77	45	2.12	28
	36	Have my parents visit the counselor concerning my plans.	2.15	47	2.53	46
ENVIRONMENTAL AWARENESS	6	Know how to prepare for careers in which I am interested.	1.18	2	1.98	13
	27	Know how much education and training will be needed for the occupation I plan to enter.	1.20	3	1.80	4
	2	Find courses useful to my future.	1.20	3	1.79	3
	1	Understand my abilities, interests, and values.	1.23	5	1.80	4
	16	Know what jobs are available.	1.32	9	2.06	24
	34	Have more career and occupational information in order to make better plans.	1.34	10	2.12	28
	35	Have better career and occupational information in order to make better plans.	1.34	10	2.16	32
	45	Know qualifications considered most important by employers.	1.36	14	2.15	30
	11	Get some on-the-job experience in my high interest areas.	1.39	16	2.42	45
	38	Have more knowledge of the training requirements needed for different occupations.	1.40	17	2.10	26
	44	Have knowledge of where to find the requirements for jobs that are available to students.	1.40	17	2.16	32
	12	Have actual on-the-job experience to know what it is like to be employed.	1.42	19	2.40	42
	9	Know more about possible careers and the world of work.	1.43	22	2.01	18
	28	Understand the advantages and disadvantages of different occupations.	1.44	23	2.05	22
	29	Know what habits and attitudes employers desire workers to have.	1.45	25	2.05	22
	43	Have information concerning job placement and school selection.	1.45	25	2.16	32
	7	Become aware of educational alternatives after high school	1.49	29	2.00	14
	26	Become aware of vocational education and training offered in my high interest areas.	1.52	31	1.95	10
	31	Know about the general daily activities that are performed in various occupations.	1.52	31	2.15	30
	10	Talk with people employed in my high interest areas.	1.53	33	2.32	41
	22	Understand the changing roles and expectations of men and women.	1.73	41	2.10	46
	39	Have information concerning high school vocational programs.	1.75	43	1.96	11
	46	Talk to vocational teachers about career opportunities	1.75	43	2.25	38
	40	Have information concerning vocational programs available after high school.	2.15	47	2.53	46

Parents

The difference between categories in the opinion of the parents was small, being approximately .06 between the highest and lowest importance values. Environmental awareness was considered the most important reflected by a mean of 1.34 for the related items, followed by values of 1.37 for self-understanding items, 1.38 for interpersonal skill activities and 1.40 for decision making items.

In this instance, how well needs are being met values ranged from a high of 2.03 to a low of 2.11. Parents believed self-understanding needs were being better met the other decision making, interpersonal skills or environmental awareness needs. The calculated means were 2.03, 2.06, 2.09 and 2.11 for the respective categories. Further information is provided by Table 11 on the following two pages. The items have been organized in the respective components and means and overall rank are included for each of the 47 items.

TABLE II

PARENTS COMPONENT CATEGORY ITEMS

COMPONENT	ITEM NUMBER	ACTIVITY	IMPORTANCE OF NEEDS		HOW WELL NEEDS MET	
			MEAN	RANK	MEAN	RANK
SELF UNDERSTANDING	1	Understand their abilities, interests, and values.	1.12	2	1.77	1
	25	Know how their personal appearance affects their getting and keeping a job.	1.21	7	1.77	1
	47	Become aware of the personal and economic importance of work.	1.22	8	2.00	13
	5	Know more about their strengths and weaknesses.	1.78	13	1.91	7
	8	Know how the things that are important to them affect their career choice.	1.30	15	2.00	13
	19	Know how values influence their career choice.	1.34	23	2.06	18
	11	Get some on-the-job experience in their high interest areas.	1.40	31	2.45	46
	12	Have actual on-the-job experience to know what it is like to be employed.	1.42	32	2.46	47
	13	Know how people that your children respect influence their career choice.	1.49	37	2.02	15
	3	Better understand their standardized test scores.	1.63	45	1.84	4
	22	Understand the changing roles and expectations men and women	1.64	46	2.11	25
INTERPERSONAL SKILLS	18	Know how to apply and interview for jobs.	1.20	6	2.29	40
	25	Know how their personal appearance affects their getting and keeping a job.	1.21	7	1.77	1
	45	Know qualifications considered most important by employers.	1.25	10	2.16	28
	17	Know where to start looking for a job.	1.27	12	2.27	38
	21	Know how to find and use various resources which would help them when looking for a job.	1.35	24	2.20	34
	43	Have information concerning job placement and school selection.	1.35	24	2.17	29
	29	Know what habits and attitudes employers desire workers to have.	1.37	27	2.11	25
	23	Be able to arrange for and participate in job interviews.	1.38	29	2.34	42
	32	Develop an appreciation of how everyone's work is important to them and the community.	1.44	33	2.03	17
	37	Have more knowledge concerning job application forms and procedures.	1.48	35	2.27	38
	41	Know how to use employment agencies.	1.61	43	2.40	45
	42	Be able to use community agencies resources for training and career planning.	1.61	43	2.35	43
DECISION MAKING	4	Learn how to make decisions.	1.10	1	1.82	4
	24	Develop plans which will help in reaching their educational and occupational goals.	1.24	9	2.08	22
	20	Consider educational alternatives that would allow them to continue their education.	1.33	21	2.02	15
	30	Know how personal characteristics relate to job requirements.	1.37	27	2.06	18
	33	Relate their personal talents to various occupations.	1.38	29	2.07	20

TABLE II

PARENTS COMPONENT CATEGORY ITEMS CONTINUED

COMPONENT	ITEM NUMBER	ACTIVITY	IMPORTANCE OF NEEDS		HOW WELL NEEDS MET	
			MEAN	RANK	MEAN	RANK
DECISION MAKING	14	Talk to a counselor about their career plans.	1.47	34	2.11	25
	15	Have me involved in their career plans.	1.60	42	1.94	10
	36	Have me visit the counselor concerning my children's plans.	1.70	47	2.37	44
ENVIRONMENTAL AWARENESS	1	Understand their abilities, interests, and values.	1.12	2	1.77	1
	2	Find courses useful to their future.	1.14	3	1.80	3
	27	Know how much education and training will be needed for the occupation they plan to enter.	1.15	4	1.86	6
	6	Know how to prepare for careers in which they are interested.	1.16	5	1.98	12
	44	Have knowledge of where to find the requirements of jobs that are available to them.	1.25	10	2.17	29
	45	Know qualifications considered most important by employers.	1.25	10	2.16	28
	35	Have better career and occupational information in order to make better plans.	1.28	13	2.17	29
	7	Become more aware of educational alternatives after high school.	1.30	15	1.96	11
	9	Know more about possible careers and the world of work.	1.30	15	2.07	20
	34	Have more career and occupational information in order to make better plans.	1.31	18	2.18	33
	38	Have more knowledge of the training requirements needed for different occupations.	1.31	18	2.17	29
	16	Know what jobs are available.	1.32	20	2.21	36
	26	Become aware of vocational education and training offered in their high interest areas.	1.33	21	1.91	7
	43	Have information concerning job placement and school selection.	1.35	24	2.17	29
	28	Understand the advantages and disadvantages of different occupations.	1.36	26	2.08	22
	29	Know what habits and attitudes employers desire workers to have.	1.37	27	2.11	25
	11	Get some on-the-job experience in their high interest areas.	1.40	31	2.45	46
	12	Have actual on-the-job experience to know what it is like to be employed.	1.42	32	2.46	47
	40	Have information concerning vocational education programs available to them after high school.	1.48	35	2.08	22
	10	Talk with people employed in their high interest areas.	1.49	37	2.31	41
	39	Have information concerning high school vocational programs.	1.49	37	1.93	9
	46	Talk to vocational teachers about career opportunities	1.49	37	2.20	34
	31	Know about the general daily activities that are performed in various occupations.	1.58	41	2.25	37
	22	Understand the changing roles and expectations of men and women.	1.64	46	2.11	25

Counselors

The counselors apparently believed that the order of importance of the need related to the order of how well the needs are being met. Environmental awareness needs were considered most important, given a value of 1.37, decision making received a 1.39, interpersonal skills was third at 1.44 and self-understanding items finished with the value of 1.47. Thus, environmental awareness needs were considered most important by all three sample populations.

The needs met values appeared in the same order as the importance activities. With environmental awareness leading the way with a score of 1.90, decision making was second at 1.95, interpersonal skills third with a mean of 1.96 and self-understanding items finishing last with a 2.00 value. Obviously, the more important a need was considered, the better the need was being met from the standpoint of the surveyed counselors. Again, the small variations between category values implies that while the obtained values are different, none is the dominant component in either the importance or in being met. Table 12 on the following two pages provides more explicit information regarding item means and overall rank for each item. The items are also organized into the assigned component category.

TABLE 12

COUNSELORS COMPONENT CATEGORY ITEMS

COMPONENT	ITEM NUMBER	ACTIVITY	IMPORTANCE OF NEEDS		HOW WELL NEEDS MET	
			MEAN	RANK	MEAN	RANK
SELF UNDERSTANDING	1	Understand their abilities, interests, and values.	1.07	1	1.77	9
	5	Know more about their strengths and weaknesses.	1.26	8	1.92	18
	25	Know how their personal appearance affects their getting and keeping a job.	1.33	18	1.83	12
	8	Know how the things that are important to them affect their career choice.	1.35	21	1.93	21
	47	Become aware of the personal and economic importance of work.	1.37	24	1.94	25
	19	Know how values influence their career choice.	1.46	30	2.14	34
	11	Get some on-the-job experience in their high interest areas.	1.57	38	2.44	47
	12	Have actual on-the-job experience to know what it is like to be employed.	1.57	38	2.38	46
	3	Better understand their standardized test scores.	1.62	41	1.49	2
	22	Understand the changing roles and expectations of men and women.	1.68	45	2.06	35
	13	Know how people that students respect influence their career choice.	1.87	47	2.16	40
INTERPERSONAL SKILLS	18	Know how to apply and interview for jobs.	1.26	8	1.92	18
	45	Know qualifications considered most important by employers.	1.29	10	1.93	21
	17	Know where to start looking for a job.	1.31	14	2.00	32
	29	Know what habits and attitudes employers desire workers to have.	1.32	16	1.95	27
	25	Know how their personal appearance affects their getting and keeping a job.	1.33	18	1.83	12
	23	Be able to arrange for and participate in job interviews	1.38	25	2.09	36
	21	Know how to find and use various resources which would help them when looking for a job.	1.44	30	2.01	34
	43	Have information concerning job placement and school selection.	1.46	31	1.90	17
	37	Have more knowledge concerning job application forms and procedures.	1.52	35	1.95	27
	32	Develop an appreciation of now everyone's work is important to them and the community.	1.62	41	2.15	39
	41	Know how to use employment agencies.	1.63	43	2.18	42
	42	Be able to use community agencies resources for training and career planning.	1.64	44	2.21	43
DECISION MAKING	4	Learn how to make decisions.	1.10	2	1.95	27
	24	Develop plans which will help in reaching their educational goals.	1.30	11	1.93	21
	14	Talk to a counselor about their career plans.	1.33	18	1.61	3
	33	Relate their personal talents to various occupations.	1.38	35	1.97	30

TABLE 12 CONTINUED

COUNSELORS COMPONENT CATEGORY ITEMS

COMPONENT	ITEM NUMBER	ACTIVITY	IMPORTANCE OF NEEDS		HOW WELL NEEDS MET	
			MEAN	RANK	MEAN	RANK
DECISION MAKING	30	Know how personal characteristics relate to job requirements.	1.39	27	1.94	25
	20	Consider educational alternatives that would allow them to continue their education.	1.42	28	1.83	12
	15	Have their parents involved in their career plans.	1.50	34	2.09	36
	36	Have the parents visit the counselor concerning their children's plans.	1.72	46	2.28	45
ENVIRONMENTAL AWARENESS	1	Understand their abilities, interests, and values.	1.07	1	1.77	9
	27	Know how much education and training will be needed for the occupation they plan to enter.	1.19	3	1.61	3
	2	Find courses useful to their future.	1.20	4	1.80	10
	26	Become aware of vocational education and training offered in their high interest areas.	1.24	6	1.69	5
	39	Have information concerning high school vocational programs.	1.24	6	1.41	1
	45	Know qualifications considered most important by employers.	1.29	10	1.93	21
	7	Become aware of educational alternatives after high school.	1.30	11	1.73	8
	9	Know more about possible careers in the world of work.	1.30	11	1.83	12
	16	Know what jobs are available.	1.31	14	1.93	21
	29	Know what habits and attitudes employers desire workers to have.	1.32	16	1.95	27
	44	Have knowledge of where to find the requirements for jobs that are available to them.	1.32	16	1.80	10
	35	Have better career and opportunity information in order to make better plans.	1.34	20	2.00	32
	34	Have more career and opportunity information in order to make better plans.	1.36	22	1.92	18
	40	Have information concerning vocational education programs available to them after high school.	1.36	22	1.72	7
	38	Have more knowledge of the training requirements needed for different occupations.	1.43	29	1.89	16
	43	Have information concerning job placement and school selection.	1.46	31	1.90	17
	28	Understand the advantages and disadvantages of different occupations.	1.47	33	1.98	31
	46	Talk to vocational teachers about career opportunities.	1.54	36	1.87	15
	10	Talk with people employed in their high interest areas.	1.55	37	2.23	44
	11	Get some on-the-job experience in their high interest areas.	1.57	38	2.44	47
	12	Have actual on-the-job experience to know what it is like to be employed.	1.57	38	2.38	46
	31	Know about the general daily activities that are performed in various occupations.	1.59	40	2.17	41
	22	Understand the changing roles and expectations of men and women.	1.68	45	2.06	35

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GROUP 1

COMPONENT CATEGORY COMPARISONS

The students, parents and counselors surveyed completed similar assessment instruments. The items assigned to each identified component were the same for all Group 1 members. Emphasis was placed on mean comparisons between the student/parent, student/counselor and parent/counselor for the importance of needs and needs met segments of the results for each of the four components of the model. Table 13 on the following page summarizes the means for each population and significant differences between means are labeled with an *.

Students/Parents

The mean values for both the importance of needs and needs met categories were significantly different in most instances between the students and parents samples. Computer analysis of the data incorporating tests of significance established that comparisons between sample means for self-understanding, interpersonal skills, decision making and environmental awareness for importance of needs, showed significant differences between the means. Therefrom, while both populations are in basic agreement that the activities for each component are important, parents show a tendency to rate the items as being more important for all components than did the students.

For the needs met category, the means for two of the components showed significant difference while the remaining two components means were not significantly different. Both self-understanding and interpersonal needs were considered different, with the parents believing the self-understanding needs were being met at a lower level than the students, and with the students proposing that the interpersonal skills needs were being less well

TABLE 13

GROUP 1
COMPONENT CATEGORY MEAN COMPARISONS

Importance of Needs	Self Understanding	Interpersonal Skills	Decision Making	Environment Awareness
Students	1.46	1.45	1.55	1.43
Parents	1.37*	1.38*	1.40*	1.34*
Students	1.46	1.45	1.55	1.43
Counselors	1.47	1.44	1.39*	1.37*
Parents	1.37	1.38	1.40	1.34
Counselors	1.47*	1.44*	1.39	1.37
Needs Met				
Students	2.00	2.13	2.03	2.08
Parents	2.03*	2.09*	2.06	2.11
Students	2.00	2.13	2.03	2.08
Counselors	2.00	1.96*	1.96*	1.90*
Parents	2.03	2.09	2.06	2.11
Counselors	2.00	1.96*	1.96*	1.90*

*Significant difference between means at the .05 level of significance.

met than the parents. The differences between means for the decision making and environmental awareness needs were found to be insignificant. For mean values and identification of the significant differences between, refer to Table 13.

Students/Counselors

Of the eight comparisons of means made between students and counselors, significant differences appeared in five. Two of the five were found in the importance of needs segment, with the remaining three found in the needs met section. In the five instances of significant differences, the counselor means were higher, typifying more importance of the need and better meeting of the need. No difference between means for the other three categories were apparent according to analysis.

The decision making and environmental awareness importance of needs were found to be significantly different. The lower means for the students indicates less perceived importance than counselor perceptions of the same items. The self-understanding and interpersonal skills activities means were considered to be of almost equal value and therefore found to be insignificant in difference.

While the importance of needs split two and two, the needs met results featured the interpersonal skills, decision making and envrionmental awareness activities as having significantly different means. Only the needs met mean for the self-understanding category was not different, being equal for both student and counselor samples. Again, counselor means were higher than student means, signifying a feeling of the needs being better met. Mean values and significant differences are provided by Table 13 on page 64 of this section.

Parents/Counselors

The parent and counselor data on this assessment were similar to student and counselor results in that five of the eight categorical means were significantly different. However, the significant differences were between the self-understanding and interpersonal skills sections, with no significant difference between the means for the decision making and environmental awareness categories. Parents indicated a significantly higher level of importance of need, supported by higher means for the self-understanding and interpersonal skills segments. The lack of significant difference between the decision making and environmental awareness categories points out agreement as to the importance of the need for both parents and counselors sampled.

The results for the categorical needs met analyses showed the same results for parents and counselors as found for students and counselors. Agreement occurred only for the self-understanding category, with significant difference between means apparent in the interpersonal skills, decision making and environmental awareness components. In the three instances where differences surfaced, the parents felt that the needs were being met less well than the counselors. Table 13 on page 64 provides means and observed significant differences between the parents and counselors who completed the survey.

GROUP 2

MODEL COMPONENT CATEGORY RESULTS

Out-of-School Youth and Adults

The out-of-school youth and adult sample considered the self-understanding activities to be the most important of needs, with environmental awareness activities, interpersonal skills and decision making items following in the presented order. Values for the categories were a high of 1.49, then 1.50, followed by 1.52 and ending with a low of 1.66. The value range with this population was greater than for any of the Group 1 samples.

The needs met aspect of the instrument produced an order similar to the importance results. Again, self-understanding was first with a mean of 1.79, environmental awareness second at 1.90, with interpersonal skills third and a mean of 1.93, and the decision making activities fourth and valued at 1.98. As with the counselor sample, the more important the category, the better the need is being met. The following Table 14 is included to illustrate the item means and overall rank order position for each of the 43 items. The items are organized within the appropriate component.

TABLE 14

OUT OF SCHOOL YOUTH AND ADULTS
COMPONENT CATEGORY ITEMS

COMPONENT	ITEM NUMBER	ACTIVITY	IMPORTANCE OF NEEDS MEAN	IMPORTANCE OF NEEDS RANK	HOW WELL NEEDS MET MEAN	HOW WELL NEEDS MET RANK
SELF UNDERSTANDING	1	Understand my abilities, interests, and values.	1.32	1	1.64	2
	23	Know the importance of personal appearance in getting and keeping a job.	1.35	3	1.57	1
	10	Get some on-the-job experience in my high interest areas.	1.43	8	2.02	36
	4	Know more about my strengths and weaknesses.	1.45	11	1.74	5
	17	Know how values influence my career choice.	1.64	32	1.90	19
	11	Know how people I respect influence my career choice.	1.75	39	1.85	13
INTERPERSONAL SKILLS	16	Know how to apply and interview for a job.	1.35	3	1.82	11
	23	Know the importance of personal appearance in getting and keeping a job.	1.35	3	1.57	1
	15	Know where to start looking for a job.	1.44	9	1.98	30
	26	Know what habits and attitudes employers desire workers to have.	1.44	9	1.76	7
	42	Know qualifications considered most important by employers.	1.46	15	1.93	20
	21	Be able to arrange for and participate in job interviews.	1.52	20	2.00	33
	36	Have more knowledge concerning job application forms and procedures.	1.61	30	1.97	28
	29	Develop an appreciation of how everyone's work is important to them and the community.	1.66	35	1.87	20
	39	Know how to use employment agencies.	1.68	37	2.15	41
	40	Be able to use community agencies resources for training and career planning.	1.75	39	2.14	40
DECISION MAKING	3	Improve my ability to make career decisions.	1.45	11	1.78	8
	22	Develop plans which will help in reaching my educational and occupational goals.	1.49	16	1.86	14
	27	Know how personal characteristics relate to job requirements.	1.51	18	1.81	10
	30	Relate my personal talents to various occupations.	1.53	23	1.87	16
	18	Consider educational alternatives available to me after completion of school training.	1.65	33	1.94	23
	34	Have a career counselor available who is able to help me with career planning.	1.67	36	2.07	39
	12	Talk to a career counselor about my career plans.	1.96	42	2.17	42
	13	See an employment security counselor for help in planning a career.	2.04	43	2.35	43

TABLE 14 CONTINUED

OUT OF SCHOOL YOUTH AND ADULTS
COMPONENTS CATEGORY ITEMS

COMPONENT	ITEM NUMBER	ACTIVITY	IMPORTANCE OF NEEDS		HOW WELL NEEDS MET	
			MEAN	RANK	MEAN	RANK
ENVIRONMENTAL AWARENESS	1	Understand my abilities, interests, and values.	1.32	1	1.64	2
	24	Know how much education and training will be needed for the occupation I plan to enter.	1.33	2	1.65	3
	5	Know how to prepare for a career in which I am interested.	1.35	3	1.75	6
	2	Find education programs useful to my future.	1.36	6	1.68	4
	14	Know what jobs are available locally.	1.42	7	2.01	35
	10	Get some on-the-job experience in my high interest areas.	1.43	8	2.02	36
	26	Know what habits and attitudes employers desire workers to have.	1.44	9	1.76	7
	31	Become aware of vocational education and training offered in my high interest areas.	1.45	11	1.80	9
	41	Have knowledge of where to find the requirements for jobs that are available.	1.45	11	1.97	28
	42	Know qualifications considered most important by employers.	1.46	15	1.93	20
	25	Understand the advantages and disadvantages of different jobs.	1.49	16	1.89	18
	33	Have better career and occupational information in order to make better plans.	1.51	18	1.96	26
	19	Know how to find and use the various local resources available when looking for a job.	1.52	20	2.06	38
	37	Have more knowledge of the training requirements needed for different occupations.	1.52	20	1.96	26
	28	Know about the general daily activities that are performed on various jobs.	1.53	23	1.86	14
	32	Have more career and occupational information in order to make better plans.	1.53	23	1.99	31
	35	Have more knowledge concerning job placement.	1.53	23	2.04	37
	6	Become more aware of my educational alternatives.	1.57	27	1.82	11
	8	Know more about possible career choices and the world of work.	1.58	28	1.94	23
	7	Become aware of career training available in my community.	1.60	29	1.93	20
	9	Talk with people employed in my high interest areas.	1.61	30	2.00	33
	38	Have information concerning vocational programs.	1.66	35	1.93	20
	43	Talk to vocational teachers about career opportunities and education programs.	1.73	38	1.95	25
	20	Understand the changing roles and expectations of men and women.	1.82	41	1.99	31

Post-Secondary Students

The post-secondary student population considered all four categories more important and being better met than any of the other Group 2 members. Means derived were 1.32 for self-understanding, 1.32 for environmental awareness items, 1.34 for interpersonal skills and 1.49 for the decision making needs. By referencing Table 15, one may recognize the difference between values of the survey samples.

The needs met results followed the pattern established in the importance of needs results. Again, self-understanding was first and the mean was 1.58, the environmental awareness items mean was 1.70, the interpersonal skills section value was 1.75 and finally, decision making closed the ranks at 1.86. As with the out-of-school youth and adult sample, the post-secondary students seemingly believe that the more important needs were being better met. For further clarification of the results, Table 15 has been provided on the following two pages. The items are organized according to the appropriate component with individual item means and overall rank position included.

TABLE 15

POST SECONDARY STUDENTS COMPONENT
CATEGORY ITEMS

COMPONENT	ITEM NUMBER	ACTIVITY	IMPORTANCE OF NEEDS MEAN	IMPORTANCE OF NEEDS RANK	HOW WELL NEEDS MET MEAN	HOW WELL NEEDS MET RANK
SELF UNDERSTANDING	1	Understand my abilities, interests, and values.	1.17	2	1.42	2
	10	Get some on-the-job experience in my high interest areas.	1.18	5	1.74	26
	23	Know the importance of personal appearance in getting and keeping a job.	1.22	9	1.37	1
	4	Know more about my strengths and weaknesses.	1.35	23	1.59	9
	17	Know how values influence my career choice.	1.44	31	1.66	14
	11	Know how people I respect influence my career choice.	1.61	38	1.68	20
INTERPERSONAL SKILLS	15	Know where to start looking for a job.	1.17	2	1.71	24
	42	Know qualifications considered most important by employers.	1.17	2	1.66	14
	16	Know how to apply and interview for a job.	1.19	7	1.62	10
	23	Know the importance of personal appearance in getting and keeping a job.	1.22	9	1.37	1
	26	Know what habits and attitudes employers desire workers to have.	1.26	10	1.54	7
	21	Be able to arrange for and participate in job interviews.	1.30	17	1.82	29
	36	Have more knowledge concerning job application forms and procedures.	1.35	23	1.74	26
	29	Develop an appreciation of how everyone's work is important to them and the community.	1.51	35	1.71	24
	39	Know how to use employment agencies.	1.61	38	2.07	41
	40	Be able to use community agencies resources for training and career planning.	1.63	40	2.00	40
DECISION MAKING	22	Develop plans which will help in reaching my educational and occupational goals.	1.27	12	1.67	16
	3	Improve my ability to make career decisions.	1.28	15	1.52	6
	27	Know how personal characteristics relate to job requirements.	1.35	23	1.67	16
	30	Related my personal talents to various occupations.	1.40	27	1.69	21
	18	Consider educational alternatives available to me after completion of school training.	1.43	29	1.77	28
	34	Have a career counselor available who is able to help me with career planning.	1.53	37	1.98	39
	12	Talk to a career counselor about my career plans.	1.81	42	2.11	42
	13	See an employment security counselor for help in planning a career.	1.95	43	2.30	43

TABLE 15 CONTINUED

POST SECONDARY STUDENTS COMPONENT
CATEGORY ITEMS

COMPONENT	ITEM NUMBER	ACTIVITY	IMPORTANCE OF NEEDS MEAN	IMPORTANCE OF NEEDS RANK	HOW WELL NEEDS MET MEAN	HOW WELL NEEDS MET RANK
ENVIRONMENTAL AWARENESS	24	Know how much education and training will be needed for the occupation I plan to enter.	1.14	1	1.47	4
	1	Understand my abilities, interests, and values.	1.17	2	1.42	2
	42	Know qualifications considered most important by employers.	1.17	2	1.66	14
	5	Know how to prepare for a career in which I am interested.	1.18	5	1.47	4
	10	Get some on-the-job experience in my high interest areas.	1.18	5	1.74	26
	2	Find education programs useful to my future.	1.20	8	1.42	2
	26	Know what habits and attitudes employers desire workers to have.	1.26	10	1.54	7
	28	Know about the general daily activities that are performed on various jobs.	1.26	10	1.62	10
	35	Have more knowledge concerning job placement.	1.27	12	1.85	33
	41	Have knowledge of where to find the requirements of jobs that are available.	1.27	12	1.87	36
	32	Have more career and occupational information in order to make better plans.	1.29	16	1.82	29
	25	Understand the advantages and disadvantages of different jobs.	1.30	17	1.67	16
	31	Become aware of vocational education and training offered in my high interest areas.	1.30	17	1.55	8
	14	Know what jobs are available locally.	1.31	20	1.82	29
	19	Know how to find and use the various local resources available when looking for a job.	1.33	21	1.85	33
	33	Have better career and occupational information in order to make better plans.	1.33	21	1.88	38
	37	Have more knowledge of the training requirements needed for different occupations.	1.35	23	1.84	32
	8	Know more about possible career choices and the world of work.	1.41	28	1.69	21
	9	Talk with people employed in my high interest areas.	1.43	29	1.87	36
	43	Talk to vocational teachers about career opportunities and education programs.	1.46	32	1.65	13
	6	Become more aware of my educational alternatives.	1.50	33	1.67	16
	7	Become aware of career training available in my community.	1.50	33	1.64	12
	38	Have information concerning vocational programs.	1.51	35	1.70	41
	20	Understand the changing roles and expectations of men and women.	1.70	41	1.85	33

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College Freshmen

The final population reported is the college freshmen sample. The range in means for the four categories was the smallest of any of the Group 2 members. Environmental awareness had a mean of 1.50, with the self-understanding value being 1.51, a decision making items mean of 1.57 and the interpersonal skills given a value of 1.57. Thus the difference between the highest and lowest values is only .07 in this instance.

The means derived for the needs met for the college freshmen sample were higher in each category than any other Group 2 or Group 1 population. Self-understanding needs received a mean of 2.04, decision making items had a mean of 2.17, the environmental awareness activities mean was calculated to be 2.18 and interpersonal skills finished at 2.19, the lowest of all values for any of the components regardless of the population. The college freshmen perceived their needs being met at a lower level than the other sample populations in this study. Table 16 on the following page assigned items to the respective component and provides means and overall rank order position for each of the 43 items.

TABLE 16

COLLEGE FRESHMEN COMPONENT CATEGORY ITEMS

COMPONENT	ITEM NUMBER	ACTIVITY	IMPORTANCE OF NEEDS		HOW WELL NEEDS MET	
			MEAN	RANK	MEAN	RANK
SELF UNDERSTANDING	1	Understand my abilities, interests, and values.	1.23	4	1.89	4
	10	Get some on-the-job experience in my high interest areas.	1.34	6	2.33	35
	23	Know the importance of personal appearance in getting and keeping a job.	1.42	12	1.80	2
	4	Know more about my strengths and weaknesses.	1.52	20	2.04	8
	17	Know how values influence my career choice.	1.67	33	2.13	16
	11	Know how people I respect influence my career choice.	1.86	39	2.03	7
INTERPERSONAL SKILLS	42	Know qualifications considered most important by employers.	1.34	6	2.24	26
	16	Know how to apply and interview for a job.	1.38	11	2.11	14
	23	Know the importance of personal appearance in getting and keeping a job.	1.42	12	1.80	2
	15	Know where to start looking for a job.	1.44	15	2.33	35
	26	Know what habits and attitudes employers desire workers to have.	1.54	23	2.05	10
	21	Be able to arrange for and participate in job interviews.	1.56	28	2.29	31
	36	Have more knowledge concerning job application forms and procedures.	1.63	32	2.32	34
	29	Develop an appreciation of how everyone's work is important to them and the community.	1.72	34	2.06	11
	39	Know how to use employment agencies.	1.83	37	2.49	42
	40	Be able to use community agencies resources for training and career planning.	1.85	38	2.45	41
DECISION MAKING	22	Develop plans which will help in reaching my educational and occupational goals.	1.28	5	2.08	12
	3	Improve my ability to make career decisions.	1.36	10	1.95	6
	30	Relate my personal talents to various occupations.	1.43	14	2.15	19
	34	Have a career counselor available who is able to help me with career planning.	1.51	19	2.12	15
	27	Know how personal characteristics relate to job requirements.	1.52	20	2.04	8
	18	Consider educational alternatives available to me after completion of school training.	1.61	31	2.19	22
	12	Talk to a career counselor about my career plans.	1.75	35	2.23	25
	13	See an employment security counselor for help in planning a career.	2.08	43	2.60	43

TABLE 16 CONTINUED

COLLEGE FRESHMEN COMPONENT CATEGORY ITEMS

COMPONENT	ITEM NUMBER	ACTIVITY	IMPORTANCE OF NEEDS		HOW WELL NEEDS MET	
			MEAN	RANK	MEAN	RANK
ENVIRONMENTAL AWARENESS	2	Find education programs useful to my future.	1.18	1	1.82	3
	5	Know how to prepare for a career in which I am interested.	1.21	2	1.94	5
	24	Know how much education and training will be needed for the occupation I plan to enter.	1.21	2	1.76	1
	1	Understand my abilities, interests, and values.	1.23	4	1.89	4
	10	Get some on-the-job experience in my high interest areas.	1.34	6	2.33	35
	42	Know qualifications considered most important by employers.	1.34	6	2.24	26
	32	Have more career and occupational information in order to make better plans.	1.35	8	2.27	29
	33	Have better career and occupational information in order to make better plans.	1.35	8	2.28	30
	25	Understand the advantages and disadvantages of different jobs.	1.42	12	2.18	21
	9	Talk with people employed in my high interest areas.	1.45	16	2.22	24
	14	Know what jobs are available locally.	1.49	17	2.38	39
	41	Have knowledge of where to find the requirements of jobs that are available.	1.50	18	2.30	33
	6	Become more aware of my educational alternatives.	1.52	20	2.20	23
	26	Know what habits and attitudes employers desire workers to have.	1.54	23	2.05	10
	28	Know about the general daily activities that are performed on various jobs.	1.54	23	2.14	18
	35	Have more knowledge concerning job placement.	1.54	23	2.33	35
	37	Have more knowledge of the training requirements needed for different occupations.	1.54	23	2.13	16
	31	Become aware of vocational education and training offered in my high interest areas.	1.55	27	2.16	20
	8	Know more about possible career choices and the world of work.	1.57	29	2.25	27
	19	Know how to find and use the various local resources available when looking for a job.	1.57	29	2.38	39
	7	Become aware of career training available in my community.	1.75	35	2.29	31
	20	Understand the changing roles and expectations of men and women.	1.88	40	2.09	13
	43	Talk to vocational teachers about career opportunities and education programs.	1.97	41	2.33	35
	38	Have information concerning vocational programs.	2.06	42	2.25	27

GROUP 2

COMPONENT CATEGORY COMPARISONS

The out-of-school youth and adults, post-secondary students and college freshmen samples completed identical survey instruments. As in Group 1, the survey items were identified as self-understanding, interpersonal skills, decision making and environmental awareness activities. Statistical analyses consisted of two-tailed t-tests with the level of significance established at .05. Table 17 appearing on page 77 presents the means for each population according to the appropriate category and identifies their areas of significant difference between the Group 2 member means.

Out-of-School Youth and Adults/Post-Secondary Students

The comparisons of the four components between the out-of-school youth and adults sample and the post-secondary students sample established two facts. One was that there were significant differences between the means in every category for both the importance of needs and needs met concerns in the study. The second fact was that the out-of-school youth and adults feel the needs are less important and also being met at a lower level than the post-secondary students according to the calculated means for the self-understanding, interpersonal skills, decision making and environmental awareness categories.

The differences between the importance of needs means were quite consistent, with values being .16 for self-understanding, .18 for interpersonal skills, .17 for decision making and .18 for environmental awareness; always with the post-secondary students at the higher level. On the other hand, the out-of-school youth and adults felt that their needs were less well met, with differences between the categorical population means being .21 for self-understanding, .18 for interpersonal skills, .12 for decision making and .20

TABLE 17

GROUP 2
COMPONENT CATEGORY MEAN COMPARISONS

Importance of Needs	Self Understanding	Interpersonal Skills	Decision Making	Environment Awareness
Out of School Youth & Adults	1.48	1.52	1.66	1.50
Post Secondary Students	1.32*	1.34*	1.49*	1.32*
Out of School Youth & Adults	1.48	1.52	1.66	1.50
College Freshmen	1.51	1.57	1.57*	1.50
Post Secondary Students	1.32	1.34	1.49	1.32
College Freshmen	1.51*	1.57*	1.57*	1.50*
Needs Met				
Out of School Youth & Adults	1.79	1.93	1.98	1.90
Post Secondary Students	1.58*	1.75*	1.86*	1.70*
Out of School Youth & Adults	1.79	1.93	1.98	1.90
College Freshmen	2.04*	2.19*	2.17*	2.18*
Post Secondary Students	1.58	1.75	1.86	1.70
College Freshmen	2.04*	2.19*	2.17*	2.18*

*Significant difference between means at the .05 level of significance.

for environmental awareness. The information is consolidated in Table 17 for reader convenience.

Out-of-School Youth and Adults/College Freshmen

Apparently, perceptions regarding the importance of needs are shared for three of the four analyzed categories by the out-of-school youth and adults and college freshmen samples. No significant difference was found between viewpoints for the self-understanding, interpersonal skills or environmental awareness categories. Only the decision making means were significantly different, with the college freshmen indicating relatively more importance for the need of decision making skills.

All four categories in the needs met analyses were significantly different. Not only were the differences significant but the college freshmen perceived that the needs met were less adequate than the needs met for the out-of-school youth and adult population. Deductions were based on the relative mean value when compared to the 1.00 to 3.00 scale utilized throughout the analysis. Consequently, although the importance of needs for both populations within each category were similar, the needs were not viewed as being equally well met.

Post-Secondary Students/College Freshmen

Analysis of the data from the post-secondary students and college freshmen resulted in significant differences between means for all components in both the importance of need and needs met aspects of the assessment. Of the tests conducted, significant differences between components for each of the eight comparisons occurred only in this particular instance. A singular similarity was that the college freshmen placed less importance on the needs and felt the needs less well met than the post-secondary students. Table 17 summarized the results.

The differences between means of the needs met results for each component were greater than in any other comparison. Calculated differences were found to be .32 for decision making, .44 for interpersonal skills, .46 for self-understanding and .48 for the environmental awareness groupings. The amount of difference tends to emphasize that the perceptions do vary between the two compared populations.

SUMMARY

Throughout the results section an awareness that the included activities were important needs to all surveyed populations evolved. Related to the awareness of the importance was the general belief that the needs were not being met to the degree of expressed importance. The ranking of the items, the calculated correlation coefficients, the comparisons within groups, the presentation of means for the four components of the model and subsequent comparisons between population samples within their appropriate group continuously supported the impressions of a lack or inadequacy of available services. Needs exist which may be met but presently are not being met.

The results of the component category analyses indicated moderate to great importance in each of the identified areas of self-understanding, interpersonal skills, decision making and environmental awareness. Table 18 on the following page provides the derived means within each of the components for all Group 1 and Group 2 populations involved in the assessment.

Although the assessment instruments were not the same, the items had similar meanings. The previously presented tables which separated the items into categories allowed comparisons of the wording for individual items. However, since similar information was requested the comparisons of the population means for each group was considered appropriate.

The means reflected the perceptions of the survey participants for the component categories. Overall observations based upon the information from Table 18 indicated that all areas were important. The results also substantiated that the needs were moderately well met. Conclusions to this effect had been previously presented and discussed; thus, the results for the component categories were consistent.

TABLE 18

Group 1 and Group 2 Combined

COMPONENT CATEGORY MEANS AND RANK ORDER

Population	Self Understanding		Interpersonal Skills		Decision Making		Environment Awareness	
	(I)	(M)	(I)	(M)	(I)	(M)	(I)	(M)
Students	1.46	2.00	1.45	2.13	1.55	2.03	1.43	2.08
	(3)	(1)	(2)	(4)	(4)	(2)	(1)	(3)
Parents	1.37	2.03	1.38	2.09	1.40	2.06	1.34	2.11
	(2)	(1)	(3)	(3)	(4)	(2)	(1)	(4)
Counselors	1.47	2.00	1.44	1.96	1.39	1.96	1.37	1.90
	(4)	(4)	(3)	(2)	(2)	(2)	(1)	(1)
Out of School Youth & Adults	1.48	1.79	1.52	1.93	1.66	1.98	1.50	1.90
	(1)	(1)	(3)	(3)	(4)	(4)	(2)	(2)
Post Secondary Students	1.32	1.58	1.34	1.75	1.49	1.86	1.32	1.70
	(1)	(1)	(3)	(3)	(4)	(4)	(1)	(2)
College Freshmen	1.51	2.04	1.57	2.19	1.57	2.17	1.50	2.17
	(2)	(1)	(3)	(4)	(3)	(2)	(1)	(2)

Note: I = Importance of Needs
M = Needs Met

From the table, the rankings of the component categories for each population were determined. The rankings were based upon the group means of the items within each category. The numbers in parentheses under the mean value indicated the rank order for the importance of needs and needs met aspects of the survey.

General impressions were that environmental awareness activities were the most important, followed by self-understanding, interpersonal skills and decision making. The differences between means were quite minute; consequently, all categories were interpreted as being important for all populations.

The component category needs were being moderately met. Overall, self-understanding seemed to be best met, followed in order by environmental awareness, decision making and interpersonal skills. Again relative differences in values were small; therefore, all categories deserved additional emphasis.

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EMPLOYER RESULTS

Ten employment community representatives in each participating county were selected to complete an employer assessment instrument. The instrument served two purposes. One was the evaluation of student skills and knowledges for on-the-job success; the other was to gain information concerning employer willingness to assist with student career development. The obtained information was transformed into two tables, which appear on the following two pages.

Table 19 organized the knowledge and skill questions into rank order according to the most important to the least important item. The 12 items were scored on a 1.00 to 3.00 scale, with 1.00 representing great importance and 3.00 representing little importance. The range of the items went from a high of 1.08 to a low of 1.57, indicating a high moderate to great importance for all items. The mean of the group was found to be 1.35, located on the upper half of the scale between moderate and great importance values.

The acquisition of skills and knowledges by students and former students appeared to fall in the moderately acquired level. The overall mean was 1.91, with the range of values from a high of 1.73 to a low of 2.04, again within the moderately acquired range. The present training format for student skill development when compared to the employer perceived importance of the same skills using the Spearman Rho rank order method had very low correlation, a .221 to be exact. The employers felt that although the knowledge and skills being acquired were acquired moderately well, the skills had little relationship to employer perceived importance.

The other 12 items on the survey were related to career development and counselor involvement with the employer. From the percentage results, summarized with the items on Table 20, employers seemed willing to provide assistance with the development of student skills and knowledge. Even more

TABLE 19

EMPLOYER PERCEPTIONS
STUDENTS' SKILLS AND KNOWLEDGES

Item No.	Item	Importance Of Need		How Well Acquired	
		Rank	Mean	Rank	Mean
5.	Possess good work attitudes and work habits.	1	1.08	5	1.91
9.	Pay attention to the importance of job related factors such as punctuality, reliability and accuracy.	2	1.09	8	1.94
4.	Have respect for supervisory personnel.	3	1.13	2	1.75
3.	Have respect for fellow employees.	4	1.21	1	1.73
7.	Willing to accept responsibility.	5	1.24	11	2.02
1.	Have a more thorough general education in terms of basic math, English usage, etc.	6	1.35	8	1.94
6.	Know about the importance of personal appearance and grooming.	7	1.38	3	1.85
10.	Have knowledge of activities required for success on-the-job.	8	1.48	12	2.04
2.	Adequately prepared to do the job for which their education was intended.	9	1.49	7	1.92
11.	Have a realistic concept of what is required of a beginner on-the-job.	10	1.56	10	2.01
8.	Have the necessary competencies to correctly fill out job application forms.	11	1.57	5	1.91
12.	Reasonably well prepared for entry level employment.	11	1.57	4	1.90

TABLE 20

EMPLOYER PERCEPTIONS
PROGRAM INVOLVEMENT RESULTS

	Percentages		
	Yes	No	Omitted
13. Is the instruction provided in the school related to the needs of the students for success on-the-job with your firm or company?	69	27	4
14. Is the training received at the high school level related to existing career opportunities?	69	26	5
15. Have you ever been consulted concerning the training, skills and attitudes which should be taught in high school to make youth better employees?	36	61	3
16. Do you feel that business and industry should be contacted concerning the type of training provided?	94	4	2
17. Would you as a representative of your firm be willing to serve on an advisory committee for career and vocational guidance and counseling concerning the needs of youth in your community?	73	23	4
18. In general, do the students who you interview or employ seem to want to do the type of work for which they are applying?	69	25	7
19. Should school counselors be more capable in providing career and vocational guidance?	84	7	9
20. Should school counselors be more aware of occupational settings and job requirements?	90	3	6
21. Would you provide the opportunity for counselors and students to gain work experience for exploration purposes in your firm or company?	70	19	11
22. Would you provide the opportunity for your employees to come into schools to provide orientation experiences for students?	78	15	7
23. Are job placement services from Employment Security and schools satisfactory?	43	41	16
24. Would a coordinated placement service between the schools and Employment Security be more satisfactory?	68	15	16

importantly, employers appeared willing to actively participate in a community based career and vocational guidance and counseling program. The employers also expressed desire for the schools and Employment Security to cooperatively provide placement services.

The employer results supplied additional credence for the desirability of a community based program served by the schools and community agencies. The inclusion of the responses had impact on the developed model program. The willingness of the employment community representatives to assist with skill development, placement and information services as well as participate in an advisory function in a community program was considered an important and beneficial component to the evolving community career and vocational guidance and counseling model.

NEEDS ASSESSMENT II

The second phase of the Needs Assessment Report presents information regarding the current levels of counselor competencies and the importance of the same counselor competencies considered necessary to provide career and vocational guidance and counseling services. Needs Assessment II information is related to counselor competencies and is analyzed separately from Needs Assessment I because of the differences between instruments and the generated data.

NEEDS ASSESSMENT II

IDENTIFICATION OF PARTICIPANTS

The Needs Assessment II was designed to obtain information regarding counselor competencies in the provision of career and vocational guidance and counseling activities. In order to adequately assess counselor competencies, five populations were surveyed. The populations included school and vocational counselors, school administrators and vocational educators, vocational rehabilitation counselors, vocational rehabilitation administrators and counselor educators. The results will be discussed in light of the first four populations; counselor educator returns were insufficient for any valid analysis.

The selection of the identified populations for participation is obvious. School and vocational counselors are generally considered to be the major providers of career and vocational guidance and counseling services. The perceptions regarding current competencies and the importance of the same competencies provided data which pertained to expected types and quality of services. An impact of the information was apparent in the subsequent design of the ensuing community career and vocational guidance and counseling model. Further, the generated data contributed to the recommendations related to improving existing services.

The school administrators and vocational educators were surveyed to obtain better understanding of non-counselors perceptions of the counselor role and function. In many instances, the perceptions of associated educational personnel contribute to the establishment of counselor role and task expectations. So that the model reflected and incorporated the opinion of counselor supervisors and co-workers, the instruments were distributed to superintendents, principals, vocational-technical directors, job placement coordinators, guidance directors and vocational teachers for their impressions of counselor competencies.

Vocational rehabilitation counselors are considered prime providers of career and vocational guidance and counseling services in non-school locations. Since the model is to be community based and encompass various counselors, agencies and community resources, perceptions of non-school counselor competencies were important for the development. Utilization of the non-school counselors was necessary not only to obtain different perceptions of counselor competencies but also because of the anticipated scope of the model. Furthermore, the lack of qualified professionals would necessarily inhibit the applicability of the model.

The final results analyzed were obtained from vocational rehabilitation administrators. The establishment of services and programs are generally considered administrative duties so administrator perceptions of counselor competencies influence counselor function within the program. Again, the generated data from the vocational rehabilitation administrators provided another perspective of persons in supervisory position beliefs related to counselor capabilities.

The preceding served as a prelude to the result presentation. Who participated and why they were included may enable better understanding of the data by the reader. The results are presented in the order of appearance of the surveyed populations. Due to the nature of the instrument design, school administrators and vocational educators are treated as a homogeneous group. Although separation of the populations may have provided more detailed information, such analysis was not possible. However, the obtained information was determined to be adequate for the purposes of the project.

As one inspected the data, an obvious difference became apparent which pertained to the scoring of the counselor competencies instruments. Unlike the Needs Assessment I results, the Needs Assessment II results used 3.00 to indicate "great importance" and "can perform exceptionally well", 2.00 to indicate "moderate importance" and "can perform moderately well" and 1.00 to indicate "little importance" and "cannot perform". Thus, higher numerical values represented increased importance and higher levels of current competencies; the opposite was true in Needs Assessment I. The identification of the change in the scoring procedures was necessary for proper interpretations to be made.

PRELIMINARY DISCUSSION OF RESULTS

AN OVERVIEW

The results from the assessment of counselor competencies indicated that counselors in general are competent. Although no population considered counselors to perform flawlessly, the overall rating appeared to fall above the "can perform moderately well" level for current competencies level. As far as the importance of the competencies, both counselor samples believed the competencies less important that the two administrative samples. However, almost every presented item received a rating above the moderate importance value and generally was rated between moderate to great importance.

Apparently, counselor activities related to career and vocational guidance and counseling services are an important component of the overall counselor role. Since the survey was concerned primarily with career and vocational guidance and counseling competencies, the discussion is limited to the identified topic. Yet the obvious importance of the activities was reflected not only in the competencies rating section but also in the yes/no questions section.

The yes/no questions were concerned with specific data necessary to formulate a model program. Although mean values and rank order positions were not appropriate, the results provided additional information about counselor competencies and the use of interagency cooperation for the model structure. Taken in conjunction with the competencies ratings, a broader picture developed concerning the provision of career and vocational guidance and counseling services. The effect of both segments of the Needs Assessment II are seen throughout the community program model. Even more apparent is the influence of the results on the recommendations section, which concluded the Needs Assessment Report.

Thus, assessment data established that counselors were considered at least moderately competent; that rated counselor competencies were not as high as the perceived importance of the competencies, indicating a need for improvement. Furthermore, activities to improve counselor competencies were suggested by the results. As with Needs Assessment I, the Needs Assessment II was a valuable tool for the formulation of the career and vocational guidance and counseling model.

NEEDS ASSESSMENT II RESULTS

School and Vocational Counselors

School and vocational counselors thought themselves to possess adequate competencies for the performance of related career and vocational guidance and counseling activities. In all but six instances, the current level of competency value for the population was above the 2.00 "can perform moderately well" level. The population mean value for the 39 items was 2.24 and the item means ranged from a high of 2.56 to a low of 1.76. The lower ratings generally coincided with lower importance being given to the same competency. Overall, 18 of the items had means higher than the population mean and the remaining 21 fell below the 2.24 mean value. The school and vocational counselors apparently believed that the knowledge and skills identified on the survey instrument could be improved.

The importance of the competencies received higher values than the current level values in all but three instances. The population mean for the 39 items was 2.40, while the individual item means ranged from a high of 2.72 to a low of 1.77. In this instance, 21 of the items had higher means than the population mean and 18 of the items received values lower than the mean. As with the current level of competencies, the importance of the competencies was perceived to be of moderate to great importance, as related to the range of mean values and the overall mean value for the items. Table 21 on pages 94 and 95 identifies the individual items and lists the items according to the rank order of the current level of competency. The mean value for each item is included as well as the rank position and mean value for the importance of the same item. The table serves to summarize the collected data and present the information in a manner that allows comparison between the current level and importance of the competencies.

TABLE 21

COUNSELOR COMPETENCIES ASSESSMENT

RANK ORDER OF COMPETENCIES

COUNSELORS PERCEPTIONS

ITEM NUMBER	COMPETENCY	CURRENT LEVEL OF COMPETENCIES RANK	CURRENT LEVEL OF COMPETENCIES MEAN	IMPORTANCE OF COMPETENCIES RANK	IMPORTANCE OF COMPETENCIES MEAN
25	Knowledge and skills in human relations in using interpersonal communication techniques (relating effectively with verbal and nonverbal skills, creating and maintaining rapport, respect, fairness and support).	1	2.56	1	2.72
7	Knowledge and skills to help clients in personal assessment (using tests and other techniques to assess personal characteristics and needs).	2	2.51	7	2.61
12	Knowledge and skills to help clients learn how to find and use occupational information, benefit from job exploration experiences, and explore available educational options.	2	2.51	8	2.60
17	Knowledge and skills in working with females.	4	2.47	16	2.47
8	Knowledge and skills to help clients clarify their values.	5	2.41	3	2.69
26	Knowledge and skills in individual counseling (conceptualizing cases, teaching personal problem solving strategies, applying behavior assessment and analysis techniques, applying behavior modification strategies, and writing case reports.)	5	2.41	4	2.66
15	Knowledge and skills to help clients in career placement (preparing resumes, interviewing for career options, securing job and educational placements.)	7	2.38	14	2.51
27	Knowledge and skills in group guidance.	8	2.36	9	2.57
9	Knowledge of current career opportunities.	9	2.34	2	2.69
10	Knowledge of the training requirements and needed skills at different occupational levels.	10	2.32	11	2.55
4	Knowledge and skills in implementing programs.	11	2.30	19	2.46
34	Knowledge and skills in providing consultation to staff, parents, administrators, and community representatives.	12	2.29	16	2.47
11	Knowledge and skills to help clients learn about and explore career options. (Understanding the sociological history and psychological meaning of work and understanding occupational clusters.)	13	2.28	22	2.39
2	Knowledge and skills in developing (structuring) programs.	14	2.27	21	2.42
13	Knowledge and skills to help clients acquire and practice career decision making skills.	14	2.27	5	2.62
14	Knowledge and skills to help clients in career development toward their goals.	14	2.27	9	2.57
20	Knowledge and skills in working with adults.	14	2.27	26	2.23
28	Knowledge and skills in group counseling.	18	2.26	13	2.53
37	Knowledge and skills in educating and counseling parents to help their children solve problems.	19	2.23	5	2.62
31	Knowledge and skills in identifying, incorporating, and utilizing community resources.	20	2.21	16	2.47

TABLE 21 CONTINUED

COUNSELOR COMPETENCIES ASSESSMENT

RANK ORDER OF COMPETENCIES

COUNSELOR PERCEPTIONS

ITEM NUMBER	COMPETENCY	CURRENT LEVEL OF COMPETENCIES		IMPORTANCE OF COMPETENCIES	
		RANK	MEAN	RANK	MEAN
36	Knowledge and skills in maintaining public relations needed to support client programs.	21	2.20	19	2.46
35	Knowledge and skills necessary for intervention in the educational, economic, and social environments to help clients meet their needs and interests.	22	2.16	22	2.39
32	Knowledge of prospective employers and others in the business community.	23	2.15	12	2.54
6	Knowledge and skills in establishing program organizational procedures and patterns.	24	2.14	26	2.23
1	Knowledge and skills in planning programs based on an explicit career development theory and set of assumptions.	25	2.10	26	2.23
18	Knowledge and skills in working with ethnic minorities.	25	2.10	29	2.22
3	Knowledge of different career development theories.	27	2.08	34	2.11
22	Knowledge and skills in working with postseconuary education students.	27	2.08	38	1.95
16	Knowledge and skills to conduct career follow-up and follow-through (collecting data on graduates helping them continue career planning and development, evaluating the effectiveness of placement procedures, evaluating previous educational and guidance programs.)	29	2.06	32	2.14
23	Knowledge of the career needs of the exceptional child.	29	2.06	22	2.39
29	Knowledge and skills in using paraprofessionals.	29	2.06	31	2.16
19	Knowledge and skills in working with physically and educationally handicapped individuals.	32	2.05	15	2.49
39	Knowledge and skills in conducting updated inservice staff development.	33	2.03	25	2.30
24	Knowledge of test biases as they relate to special target groups.	34	1.99	32	2.14
5	Knowledge and skills in collecting accountability information to evaluate the costs and impact of such programs, employing results management, and using the data to make key decisions.	35	1.88	36	2.06
38	Knowledge and skills in conducting and using research (institutional and local descriptive research experimental investigations of client-intervention interactions, identification and use of published research results).	37	1.87	37	1.97
21	Knowledge and skills in working with the elderly/aged.	37	1.78	39	1.77
30	Knowledge and skills in designing, establishing, staffing, maintaining and evaluating career centers.	38	1.76	35	2.09
33	Knowledge and skills in studying futurism, developing future projections, and communicating such projections to career deciders.	38	1.76	30	2.17

Statistical analysis produced a correlation coefficient which provided information regarding the rank order relationship between the current level and importance categories. The obtained value for the school and vocational counselor comparison was .939, indicating a high relationship between the prioritization of current levels and importance of the competencies. The result also indicated that the counselors believed themselves to be capable in the sense that the perceived level of competency was related to the importance of the competency.

School Administrators and Vocational Teachers

The school administrators and vocational teachers perceived counselors to perform the included activities at least moderately well. The overall population mean for the 39 items was 2.23 and fell between the "can perform moderately well" and "can perform exceptionally well", represented by values of 2.00 and 3.00 respectively. In addition, all but three of the items received a rating of above the 2.00 level. The items ranged in value from a high of 2.44 to a low of 1.88. Counselors were considered moderately competent in the performance of the activities related to the delivery of career and vocational guidance and counseling services. The rating by the school administrators and vocational teachers was similar to the counselor self-perceptions.

The perceived importance of competencies was the highest of the obtained mean values. The mean of 2.65 for the 39 items indicated the provision of the activities was considered more important by the school administrators and vocational teachers than by any other surveyed population. Values for individual items ranged from a high of 2.82 to a low of 2.15, all above the moderate importance value of 2.00 used in the study. Of the 39 activities, 15 had higher values than the group mean with the remaining 24 falling below the mean value. Apparently, the school administrators and vocational teachers believed a greater discrepancy existed between how well counselors perform and how well counselors should perform.

The assumption gained further support when correlational analysis were performed comparing the two categories. Rank order comparisons resulted in a coefficient of .624, which was low. Apparently, the importance of the activity had some influence over the perceived capability of the counselors to perform the activities but not as much as expected in the opinion of the school administrators and vocational teachers sample.

TABLE 22

COUNSELORS COMPETENCIES ASSESSMENT

RANK ORDER OF COMPETENCIES

SCHOOL ADMINISTRATORS AND VOCATIONAL TEACHERS PERCEPTIONS

ITEM NUMBER	COMPETENCY	CURRENT LEVEL OF COMPETENCIES		IMPORTANCE OF COMPETENCIES	
		RANK	MEAN	RANK	MEAN
7	Knowledge and skills to help clients in personal assessment (using tests and other techniques to assess personal characteristics and needs).	1	2.44	3	2.75
17	Knowledge and skills in working with females.	2	2.38	19	2.61
12	Knowledge and skills to help clients learn how to find and use occupational information, benefit from job exploration experiences, and explore available educational options.	3	2.37	5	2.74
9	Knowledge of current career opportunities.	4	2.35	1	2.82
25	Knowledge and skills in human relations in using interpersonal communication techniques (relating effectively with verbal and nonverbal skills, creating and maintaining rapport, respect, fairness, and support.)	4	2.35	7	2.73
20	Knowledge and skills in working with adults.	6	2.29	29	2.49
8	Knowledge and skills to help clients clarify their values.	7	2.27	7	2.72
26	Knowledge and skills in individual counseling (conceptualizing cases, teaching personal problem solving strategies, applying behavior assessment and analysis techniques, applying behavior modification strategies, and writing case reports).	7	2.27	16	2.64
27	Knowledge and skills in group guidance.	9	2.26	27	2.51
28	Knowledge and skills in group counseling.	10	2.25	30	2.48
4	Knowledge and skills in implementing programs.	11	2.24	11	2.67
14	Knowledge and skills to help clients in career development toward their goals.	11	2.24	9	2.71
2	Knowledge and skills in developing (structuring) programs.	13	2.23	13	2.65
15	Knowledge and skills to help clients in career placement (preparing resumes, interviewing for career options, securing job and educational placements)	13	2.23	2	2.76
24	Knowledge of test biases as they relate to special target groups.	13	2.23	33	2.42
22	Knowledge and skills in working with postsecondary education students.	16	2.22	34	2.41
34	Knowledge and skills in providing consultation to staff, parents, administrators, and community representatives.	16	2.22	13	2.65
11	Knowledge and skills to help clients learn about and explore career options (understanding the sociological history and psychological meaning of work and understanding occupational clusters)	18	2.21	18	2.63
1	Knowledge and skills in planning programs based on an explicit career development theory and set of assumptions.	19	2.20	19	2.61

TABLE 22 CONTINUED

COUNSELORS COMPETENCIES ASSESSMENT

RANK ORDER OF COMPETENCIES

SCHOOL ADMINISTRATORS AND VOCATIONAL TEACHERS PERCEPTIONS

ITEM NUMBER	COMPETENCY	CURRENT LEVEL OF COMPETENCIES RANK	CURRENT LEVEL OF COMPETENCIES MEAN	IMPORTANCE OF COMPETENCIES RANK	IMPORTANCE OF COMPETENCIES MEAN
6	Knowledge and skills in establishing program organizational procedures and patterns.	19	2.20	25	2.55
36	Knowledge and skills in maintaining public relations needed to support client programs.	21	2.19	11	2.67
3	Knowledge of different career development theories.	22	2.18	23	2.57
32	Knowledge of prospective employers and others in the business community.	23	2.17	5	2.74
10	Knowledge of the training requirements and needed skills at different occupational levels.	24	2.16	3	2.75
16	Knowledge and skills to conduct career follow-up and follow-through (collecting data on graduates, helping them continue career planning and development, evaluating the effectiveness of placement procedures, evaluating previous educational and guidance programs).	24	2.16	21	2.60
13	Knowledge and skills to help clients acquire and practice career decision making skills.	26	2.14	13	2.65
18	Knowledge and skills in working with ethnic minorities.	27	2.13	31	2.44
23	Knowledge of the career needs of the exceptional child.	27	2.13	23	2.57
19	Knowledge and skills in working with physically and educationally handicapped individuals.	29	2.12	61	2.64
31	Knowledge and skills in identifying, incorporating and utilizing community resources.	29	2.12	22	2.59
29	Knowledge and skills in using paraprofessionals.	31	2.11	38	2.31
37	Knowledge and skills in educating and counseling parents to help their children solve problems.	31	2.11	10	2.68
35	Knowledge and skills necessary for intervention in the educational, economic, and social environments to help clients meet their needs and interests.	33	2.10	26	2.53
38	Knowledge and skills in conducting and using research (institutional and local descriptive research, experimental investigations of client-intervention interactions, identification and use of published research results).	34	2.06	37	2.32
5	Knowledge and skills in collecting accountability information to evaluate the costs and impact of such programs, employing results management, and using data to make key decisions.	35	2.05	34	2.41
39	Knowledge and skills in conducting updated inservice staff development.	35	2.05	13	2.43
21	Knowledge and skills in working with the elderly/aged.	37	1.99	39	2.15
33	Knowledge and skills in studying futurism, developing future projections, and communicating such projections to career deciders.	38	1.97	27	2.51
30	Knowledge and skills in designing, establishing staffing, maintaining, and evaluating career centers.	39	1.88	36	2.34

Table 22 on the preceding two pages summarizes the data and presents the rank order position and mean value for each item within the current level and importance of competencies categories. The correlation coefficient was derived from the same data. Inspection of the columns provides more detailed information about the particulars of the results when taken in conjunction with the group mean and correlation values.

Vocational Rehabilitation Counselors

The vocational rehabilitation counselors depicted themselves as able to perform many of the included activities moderately well. With all 39 items included, the group item mean was 2.22. Twenty-one of the activites received values at or above the mean, with the remainder being given lower ratings. Of those items values which fell below the group mean, ten of the items were below the 2.00 midpoint on the rating scale. The item mean values for current levels of competency ranged from a high of 2.62 down to a low of 1.45.

The importance of competencies item mean values were higher at both ends of the scale. The highest ranked item had a mean of 2.78 and the lowest ranked item mean was 1.76. The overall importance mean was found to be 2.41 for the 39 items. There is apparently more difference between the levels of competencies than between the importance of the same competencies. However, the activities were considered to have moderate to great importance, following the trend begun by the previously presented population results.

The correlation coefficient between the current level and importance of competencies was .863, which indicated compatibility between the categories. The rank order and mean values information is included on Table 23 appearing on the following two pages. Although there were differences between the mean values, the order of the items suggested that emphases were directed in the most important areas. However, the need for improvement may be construed from the usually higher importance mean when matched with the current level of competency mean for the same item. Again, the vocational rehabilitation counselors have determined that the services provided to clients for career and vocational guidance and counseling warrants increased attention and improved skills.

TABLE 23

COUNSELOR COMPETENCIES ASSESSMENT

RANK ORDER OF COMPETENCIES

VOCATIONAL REHABILITATION COUNSELORS PERCEPTIONS

ITEM NUMBER	COMPETENCY	CURRENT LEVEL OF COMPETENCIES		IMPORTANCE OF COMPETENCIES	
		RANK	MEAN	RANK	MEAN
25	Knowledge and skills in human relations in using interpersonal communication techniques (relating effectively with verbal and nonverbal skills, creating and maintaining rapport, respect, fairness and support.)	1	2.62	3	2.75
20	Knowledge and skills in working with adults.	2	2.60	8	2.64
22	Knowledge and skills in working with postsecondary education students.	3	2.58	12	2.58
19	Knowledge and skills in working with physically and educationally handicapped individuals.	4	2.55	1	2.78
15	Knowledge and skills to help clients in career placement (preparing resumes, interviewing for career options, securing job and educational placements.)	5	2.54	6	2.71
17	Knowledge and skills in working with females.	6	2.53	19	2.45
8	Knowledge of current career opportunities.	7	2.49	16	2.52
7	Knowledge and skills to help clients in personal assessment (using tests and other techniques to assess personal characteristics and needs.)	8	2.45	1	2.78
12	Knowledge and skills to help clients learn how to find and use occupational information, benefit from job exploration experiences, and explore available educational options.	9	2.42	10	2.61
14	Knowledge and skills to help clients in career development toward their goals.	9	2.42	10	2.61
9	Knowledge of current career opportunities.	11	2.41	4	2.74
2	Knowledge and skills in developing (structuring) programs.	12	2.35	16	2.52
10	Knowledge of the training requirements and needed skills at different occupational levels.	12	2.35	7	2.67
31	Knowledge and skills in identifying, incorporating and utilizing community resources.	12	2.35	5	2.73
18	Knowledge and skills in working with ethnic minorities.	15	2.33	20	2.44
26	Knowledge and skills in individual counseling (conceptualizing cases, teaching personal problem solving strategies, applying behavior assessment and analysis techniques, applying behavior modification strategies, and writing case reports.)	16	2.31	12	2.58
13	Knowledge and skills to help clients acquire and practice career decision making skills.	17	2.29	14	2.53
35	Knowledge and skills necessary for intervention in the educational, economic, and social environments to help clients meet their needs and interests.	18	2.28	22	2.41
4	Knowledge and skills in implementing programs.	19	2.26	20	2.44
11	Knowledge and skills to help clients learn about and explore career options (understanding the sociological history and psychological meaning of work and understanding occupational clusters.)	20	2.24	14	2.53

TABLE 23 CONTINUED

COUNSELOR COMPETENCIES ASSESSMENT

RANK ORDER OF COMPETENCIES

VOCATIONAL REHABILITATION COUNSELORS PERCEPTIONS

ITEM NUMBER	COMPETENCY	CURRENT LEVEL OF COMPETENCIES		IMPORTANCE OF COMPETENCIES	
		RANK	MEAN	REAN	MEAN
36	Knowledge and skills in maintaining public relations needed to support client programs.	21	2.22	18	2.51
32	Knowledge of prospective employers and others in the business community.	22	2.20	9	2.62
37	Knowledge and skills in educating and counseling parents to help their children solve problems.	22	2.20	24	2.27
34	Knowledge and skills in providing consultation to staff, parents, administrators, and community representatives.	24	2.15	23	2.33
1	Knowledge and skills in planning programs based on an explicit career development theory and set of assumptions.	25	2.13	28	2.19
6	Knowledge and skills in establishing program organizational procedures and patterns.	26	2.09	33	2.06
21	Knowledge and skills in working with the elderly/aged.	27	2.05	31	2.07
29	Knowledge and skills in using paraprofessionals.	28	2.04	25	2.20
27	Knowledge and skills in group guidance.	29	2.00	34	2.02
28	Knowledge and skills in group counseling.	30	1.96	34	2.02
16	Knowledge and skills to conduct career follow-up and follow-through (collecting data on graduates, helping them continue career planning and development, evaluating the effectiveness of placement procedures, evaluating previous educational and guidance programs.)	31	1.94	34	2.02
3	Knowledge and skills in implementing programs.	32	1.93	29	2.11
23	Knowledge of the career needs of the exceptional child.	32	1.93	23	2.20
24	Knowledge of test biases as they relate to special target groups.	34	1.89	25	2.20
5	Knowledge and skills in collecting accountability information to evaluate the costs and impact of such programs, employing results management, and using data to make key decisions.	35	1.80	30	2.08
38	Knowledge and skills in conducting and using research (institutional and local descriptive research, experimental investigations of client-intervention interactions, identification and use of published research results.)	36	1.76	38	1.78
39	Knowledge and skills in conducting updated inservice staff development.	37	1.71	31	2.07
33	Knowledge and skills in studying futurism, developing future projections, and communicating such projections to career deciders.	38	1.67	34	2.02
30	Knowledge and skills in designing, establishing, staffing, maintaining, and evaluating career centers.	39	1.45	39	1.76

Vocational Rehabilitation Administrators

Of the surveyed populations, the vocational rehabilitation administrators thought the counselors to be not as competent as the other groups. The mean score for the 39 items was 2.18, with the range in values from a high of 2.63 to the lowest value of 1.40. Twenty of the items had means above the group mean and the other 19 fell below the group mean. Inspection of Table 24 on the following two pages indicated that the means for the current level of competencies were the same for many of the items. The lack of differentiation implied an equal amount of competence for the activities.

The administrators placed more importance on the competencies than did either counselor group. The values ranged from a high of 3.00 to a low of 1.69, with twenty items given a rating of 2.50 or better, signifying great importance. All activities were considered to be of moderate to great importance and the group mean for the items was 2.49.

Comparisons between the current level and importance of competencies rank order resulted in the lowest of correlations for the vocational rehabilitation administrators than any of the other groups. The .599 value implied the need for increased counselor competency. Areas considered in need of the most marked improvement are those items with the higher discrepancies between both rank order and mean value. The comparison indicated that many of the activities identified as being of greater importance were also perceived as having a higher level of competence. The large number of tied activities did not contribute to a higher correlation since many items shared the same rank. Regardless, the vocational rehabilitation administrators agreed with the other populations that there is a need to improve counselor competency.

TABLE 24

COUNSELOR COMPETENCIES ASSESSMENT

RANK ORDER OF COMPETENCIES

VOCATIONAL REHABILITATION ADMINISTRATOR PERCEPTIONS

ITEM NUMBER	COMPETENCY	CURRENT LEVEL OF COMPETENCIES		IMPORTANCE OF COMPETENCIES	
		RANK	MEAN	RANK	MEAN
19	Knowledge and skills in working with physically and educationally handicapped individuals.	1	2.63	1	3.00
20	Knowledge and skills in working with adults.	2	2.56	8	2.69
31	Knowledge and skills in identifying, incorporating, and utilizing community resources.	2	2.56	2	2.94
4	Knowledge and skills in implementing programs.	4	2.50	8	2.69
25	Knowledge and skills in human relations in using interpersonal communication techniques (relating effectively with verbal and nonverbal skills, creating and maintaining rapport, respect, fairness and support).	5	2.44	12	2.63
26	Knowledge and skills in individual counseling (conceptualizing cases, teaching personal problem solving strategies, applying behavior assessment and analysis techniques, applying behavior modification strategies, and writing case reports.	5	2.44	8	2.69
8	Knowledge and skills to help clients clarify their values.	7	2.38	22	2.44
15	Knowledge and skills to help clients in career placement (preparing resumes, interviewing for career options, securing job and educational placements).	7	2.38	7	2.75
22	Knowledge and skills in working with post-secondary students.	7	2.38	14	2.56
2	Knowledge and skills in developing (structuring) programs.	10	2.25	24	2.38
7	Knowledge and skills to help clients in personal assessment (using tests and other techniques to assess personal characteristics and needs).	10	2.25	2	2.94
12	Knowledge and skills to help clients learn how to find and use occupational information, benefit from job exploration experiences and explore available educational options.	10	2.25	12	2.63
17	Knowledge and skills in working with females.	10	2.25	27	2.19
32	Knowledge of prospective employers and others in the business community.	10	2.25	4	2.88
1	Knowledge and skills in planning programs based on an explicit career development theory and set of assumptions.	15	2.19	22	2.44
9	Knowledge of current career opportunities.	15	2.19	6	2.81
10	Knowledge of the training requirements and needed skills at different occupational levels.	15	2.19	4	2.88
13	Knowledge and skills to help clients acquire and practice career decision making skills.	15	2.19	17	2.50
14	Knowledge and skills to help clients in career development toward their goals.	15	2.19	14	2.56

TABLE 24 CONTINUED

COUNSELOR COMPETENCIES ASSESSMENT

RANK ORDER OF COMPETENCIES

VOCATIONAL REHABILITATION ADMINISTRATOR PERCEPTIONS

ITEM NUMBER	COMPETENCY	CURRENT LEVEL OF COMPETENCIES		IMPORTANCE OF COMPETENCIES	
		RANK	MEAN	RANK	MEAN
35	Knowledge and skills necessary for intervention in the educational, economic, and social environments to help clients meet their needs and interests.	15	2.19	17	2.50
11	Knowledge and skills to help clients learn about and explore career options. (understanding the sociological history and psychological meaning of work and understanding occupational clusters).	21	2.13	17	2.50
34	Knowledge and skills in providing consultation to staff, parents, administrators, and community representatives.	21	2.13	17	2.50
3	Knowledge of different career development theories.	23	2.07	25	2.31
36	Knowledge and skills in maintaining public relations needed to support client programs.	23	2.07	8	2.69
5	Knowledge and skills in collecting accountability information to evaluate the costs and impact of such programs, employing results management, and using the data to make key decisions.	25	2.06	27	2.19
18	Knowledge and skills in working with ethnic minorities.	25	2.06	29	2.13
23	Knowledge of the career needs of the exceptional child.	25	2.06	14	2.56
24	Knowledge of test biases as they relate to special target groups.	28	2.00	25	2.31
27	Knowledge and skills in group guidance.	28	2.00	38	1.81
28	Knowledge and skills in group counseling.	28	2.00	34	1.88
37	Knowledge and skills in educating and counseling parents to help their children solve problems	28	2.00	21	2.47
16	Knowledge and skills to conduct career follow-up and follow-through.	32	1.93	32	2.00
21	Knowledge and skills in working with the elderly/aged.	32	1.93	36	1.87
29	Knowledge and skills in using paraprofessionals.	34	1.88	33	1.94
39	Knowledge and skills in conducting updated inservice staff development.	35	1.81	29	2.13
33	Knowledge and skills in studying futurism, developing future projections, and communicating such projections to career decisions.	36	1.80	29	2.13
6	Knowledge and skills in establishing program organizational procedures and patterns.	37	1.75	34	1.88
38	Knowledge and skills in conducting and using research (institutional and local descriptive research, experimental investigations of client-intervention interactions, identification and use of published research results.)	38	1.67	36	1.87
30	Knowledge and skills in designing, establishing, staffing, maintaining, and evaluating career centers.	39	1.40	39	1.69

COMPARISONS BETWEEN POPULATION RESULTS

The comparisons between the school and vocational counselors, school administrators and vocational teachers, vocational rehabilitation counselors and vocational rehabilitation administrators provided indicators on the actual and ideal performance of counselors in providing career and vocational guidance and counseling services. Table 25 on the following page summarizes the obtained correlation coefficients for the variety of comparisons performed. The data utilized were extrapolated from the information provided by the Tables 21 through 24. Spearman Rho rank order method was incorporated in these analyses with significance established on at least the .05 level for all comparisons.

School and Vocational Counselors/School Administrators and Vocational Teachers

The school and vocational counselors and the school administrators and vocational teachers were in greater agreement over the importance of the competencies than in the current level of the competencies. The value of .794 for the current level comparison between the populations suggested a difference in the ordering of which competencies were being performed on the moderate to exceptional level. There was a tendency for counselors to rate the current level of the top items higher than the administrators and teachers. Yet, even though the correlation was low, the belief that the counselors were competent was supported by the location of the items along the rating scale.

Much higher correlation appeared when the importance of competencies were compared. A value of .939 was the result of the analysis. Both populations apparently shared many of the same beliefs regarding which competencies are or should be considered important. Not only were there shared perceptions of importance, but there was also agreement between the relative importance of activities.

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TABLE 25

COUNSELOR COMPETENCIES CORRELATION COEFFICIENTS*

	Current Level Of Competencies vs. Importance Of Competencies
School and Vocational Counselors	.939
School Administrators and Voc. Teachers	.624[a]
Vocational Rehabilitation Counselors	.863
Vocational Rehabilitation Administrators	.599[b]

	Current Level Of Competencies	Importance Of Competencies
School and Vocational Counselors/ School Administrators and Voc. Teachers	.794[c]	.939
Vocational Rehabilitation Counselors/ Vocational Rehabilitation Administrators	.707[d]	.906
School and Vocational Counselors/ Vocational Rehabilitation Counselors	.954	.869
School Administrators and Voc. Teachers/ Vocational Rehabilitation Administrators	.671[e]	.900

	Current Level Of Competencies (CL) vs. Importance Of Competencies (I)
School and Vocational Counselors (CL)/ School Administrators & Voc. Teachers (I)	.867[f]
School Administrators & Voc. Teachers (CL)/ School and Vocational Counselors (I)	.782
Vocational Rehabilitation Counselors (CL)/ Vocational Rehabilitation Administrators (I)	.720[g]
Vocational Rehabilitation Administrators (CL)/ Vocational Rehabilitation Counselors (I)	.602[h]

*Spearman Rho Rank Order Method. Significant at the .001 level of significance unless otherwise indicated by letter.

[a] Significant at the .027 level.

[b] Significant at the .034 level.

[c] Significant at the .003 level.

[d] Significant at the .011 level.

[e] Significant at the .017 level.

[f] Significant at the .004 level.

[g] Significant at the .009 level.

[h] Significant at the .033 level.

When comparisons were performed between the current level of competencies for one population and the importance of competencies for the other, the results indicated a possible influence between the perceptions. For instance, counselors current level perceptions were matched against the administrators and teachers importance perceptions, with the resultant value being .867. Switching the categories resulted in a .782 correlation coefficient. A plausible explanation may be that what the counselors perceived as their current level of competency had an effect on what school administrators and vocational teachers perceived as being important, more so than the impact of counselor beliefs regarding the importance on the perceived current level of counselor competencies by administrators and teachers.

Vocational Rehabilitation Counselors/Vocational Rehabilitation Administrators

The correlation coefficients found between the vocational rehabilitation counselors and the vocational rehabilitation administrators were lower than those for the school personnel. Comparing the current levels of competencies, the value of .707 was obtained. All results to this time indicated that there were dissimilarity in perceptions as to the ability levels of the counselors, with the administrators feeling the counselors were not as competent as the the counselors own ratings.

There appeared to be greater similarity between the importance of the competencies. A correlation of .906 was determined from the generated data, which implied agreement between the counselors and administrators as to what should be emphasized. If indeed that was the case, emphasis placed by the program upon the importance results would conceivably be acceptable to both parties.

When comparisons were made between the current level of competencies for one population and the importance of competencies for the other population, the values dropped. Using counselor current level and administrator importance perceptions, a coefficient of .720 was calculated. Reversing the assigned perceptions caused the value to decrease to .602. Neither value was considered high, again typifying a lack of relationship between the two populations. As with the school personnel, however, the vocational rehabilitation counselors' perceptions about current level of counselor competencies seemed to exert more influence over administrators' perceptions of importance of the same competencies. The low correlation in both instances did little to support the notion of one group significantly controlling the perceptions of the other group.

School and Vocational Counselors/Vocational Rehabilitation Counselors

Comparisons were performed between the school-based and vocational rehabilitation counselors in order to determine the compatibility of the counselors in providing career and vocational guidance and counseling services. Since both groups of counselors received similar training experiences, except for the vocational rehabilitation counselors disability recognition work and the vocational counselors non-educational experience, the ability of the counselors to provide services was expected to be fairly equal. For the most part, the perceptions were quite similar.

Comparisons between the current level of competencies resulted in a coefficient of .954, which indeed supported the premise that similarity in training would be reflected in competency development and perceptions. While some variations would be expected because of the different work settings and clientele, the counselors apparently believed themselves to be competent when providing many of the survey activities, with the order of competency fairly consistent between the populations. Other supportive data for the equality assumption was included in the group and mean comparisons which found no significant differences for the overall level of current competencies based upon counselor perceptions.

The importance of competencies was not so highly correlated between the school-based and vocational rehabilitation counselors. Based upon the rank order information for the items, the coefficient between groups was .869, indicative of some but not total agreement. Working conditions, role and function differences and clientele dissimilarities all contributed to the lower relationship found between the importance competencies. However, the group means analysis between groups found no significant difference when the numerical values were considered. Thus, although activity placement varied, the importance of performing the activities was equal between groups.

School Administrators and Vocational Teachers/ Vocational Rehabilitation Administrators

Because of the nature of the model and the need for cooperative performance of services and shared responsibility for provision of services, the comparisons between the non-counselor populations were necessary. Since the administrators usually established policy, evaluated performance and structured counselor task assignments, views of administrative and educational personnel provided information for model development.

Comparisons between the current level of competencies data for the school administrators and vocational teachers and the vocational rehabilitation counselors resulted in low correlation. The .671 value indicated somewhat dissimilar opinions on the order of counselor competencies. Utilization of mean analysis further supported the lack of agreement between the groups. The mean was significantly lower for the overall current competency level perceived by the vocational rehabilitation administrators.

On the other hand, perceived importance comparisons found much more consistency for item position. A correlation coefficient of .900 was calculated from the data. The two groups apparently believed the same competencies to be important, but the school personnel placed greater value on the overall importance than the vocational rehabilitation administrators. Different environments and expectations for counselor performance may have lowered the level of relationship between the group perceptions. The feelings were consistent that counselors should possess the survey competencies even though the work environments and populations served were dissimilar.

COMPLETION ITEM RESULTS

As indicated in the introduction to the Needs Assessment II, a series of items were given the survey populations which requested completion responses. Presentation of the data was formulated upon the comparisons of the results the yes/no items since more meaningful information was provided by the format. Table 26 on the following page serves to identify and summarize the obtained data from the completed instruments. Application of the information is contained in the recommendations section of the report.

The nature of the questions necessitated a change in format for the presentation of results. All four surveyed populations included in the assessment of counselor competencies responded to the same items. The questions were divided into the respective topics for the result presentation. Questions 40 and 44 a, b and c were concerned with additional counselor training. Qusetions 41, 42, and 43 dealt with interageny cooperation in the delivery of career and vocational guidance and counseling services. The final two questions, 45 and 46, served as indicators of inhibitors for the performance of related services.

Additional Counselor Training

Results indicated the belief that additional training in the areas related to career and vocational guidance and counseling would be beneficial. Composite percentages for the questions were 84% yes, 14.4% no, with 1.6% omitting the items. Breakdowns for the individual populations were presented by Table 26.

The items were primarily concerned with increased counselor exposure to occupations, needs identification of students, concepts and techniques of career education and vocational guidance and management of vocational guidance programs. In all instances, both administrator groups and the

TABLE 26

COUNSELOR COMPETENCIES COMPLETION ITEMS

KEY:
School and Vocational Counselors - S & VC
School Administrators and Vocational Teachers - SA & VT
Vocational Rehabilitation Counselors - VRC
Vocational Rehabilitation Administrators - VRA

ADDITIONAL TRAINING

			Percentages		
			Yes	No	Omitted
40.	Do you feel that counselors need exposure to occupations in business, government, and industry to perform their jobs more adequately as counselors?	S & VC	77	21	2
		SA & VT	93	6	0
		VRC	75	22	4
		VRA	100	0	0
44.	Do you believe courses (three credit hours each) in the following content areas would be of value to counselors in providing career and vocational guidance and counseling?				
44a.	Identifying vocational needs of students, placement, and follow-through.	S & VC	81	16	2
		SA & VT	96	31	1
		VRC	80	18	2
		VRA	88	12	0
44b.	Concepts and techniques in career education and vocational guidance.	S & VC	78	20	2
		SA & VT	93	6	1
		VRC	96	24	0
		VRA	88	6	6
44c.	Planning and management of vocational guidance programs.	S & VC	77	20	3
		SA & VT	92	6	2
		VRC	69	31	0
		VRA	81	19	0

INTERAGENCY COOPERATION

			Yes	No	Omitted
42.	Do you feel there is a need for counselors and community agencies to cooperate and coordinate their efforts in guidance, counseling, placement and follow-through.	S & VC	97	2	2
		SA & VT	96	3	1
		VRC	100	0	0
		VRA	94	6	0
43.	Should public schools provide early school leavers and adults with placement and follow-through services?	S & VC	60	33	7
		SA & VT	64	32	4
		VRC	69	31	0
		VRA	56	31	13

			None/ Omitted	Very Little	Moderate	Great Deal
41.	To what extent is there cooperation and coordination between counselor(s) and community agencies such as Vocational Rehabilitation, Employment Security, and the Department of Welfare?	S & VC	2/3	13	52	30
		SA & VT	3/6	23	50	19
		VRC	0/5	13	42	40
		VRA	0/6	13	69	13

TABLE 26 CONTINUED

COUNSELOR COMPETENCIES COMPLETION ITEMS

SERVICE DELIVERY INHIBITORS		Percentages Yes	No	Omitted
45. Do you believe counselors have time to adequately perform career and guidance functions?	S & VC	30	67	3
	SA & VT	37	59	9
	VRC	45	51	4
	VRA	25	69	6

46. If your answer to the previous question was "NO", what is the one major reason counselors do not have enough time?

	Percentages Excess Student Load	Excess Clerical Duties	Excess Admin. Duties	Omitted
S & VC	18	20	6	54
SA & VT	18	15	9	58
VRC	16	18	5	60
VRA	0	25	6	69

included vocational teachers thought the value to be higher. The counselor groups concurred with the results, but not to such an extent as the other two populations.

The identification of needs of students and exposure to occupations were given the highest percentages of yes responses, followed closely by concepts and techniques, and the planning and management aspects. The composite yes percentages for each question were 86.25%, 86.25%, 83.75% and 79.75% respectively.

Interagency Cooperation

Questions pertaining to interagency cooperation consisted of two yes/no and one rating of existing cooperation between counselors and community agencies. The questions did not specify which counselors were being considered, but were possibly perceived as the counselors with whom the four populations had greatest interaction and contact. The results were analyzed from this viewpoint.

Table 26 again served as reference for the result presentation. For existing cooperation, composite percentages indicated 1.25% none, 15.5% very little, 53.25% moderate, and 25.5% a great deal. Five percent did not respond to the question. Eighty-two percent of school and vocational counselors, vocational rehabilitation counselors, and vocational rehabilitation administrators believed that a moderate to a great deal of cooperation existed between agencies while 69% of the school administrators and vocational teachers shared the same impressions.

When asked specifically if counselors and community agencies should cooperate and coordinate efforts, there was an overwhelming "yes" response. Of the obtained results, 95.75% were answered in the affirmative by all respondents.

The final question dealt with the provision of services by public schools to early school leavers and adults. Positive responses were not so prevalent in reply to the question but the majority of all groups agreed that public schools should provide services. There was little disparity between groups as 62.25% said yes, 31.75% voted no, with the remaining 6% abstaining. Thus, public schools as well as community agencies need be involved in the delivery of career and vocational guidance and counseling services to the sometimes neglected populations.

Service Delivery Inhibitors

There was general agreement by all populations that not enough time is available for counselors to adequately perform the career and vocational guidance and counseling functions. A full 61.5% answered "no" to the question pertaining to time. Of the remaining responses, 34.25% felt that adequate time was available, with 4.25% ommitting the question. Time limitations were considered as inhibitors as Table 26 illustrated.

Particular information regarding the lack of time met with obvious resistance or lack of knowledge from all populations. While beliefs existed that time is limited, reasons for the unavailability of time were either inappropriate or not considered. Over a majority, 60.25%, failed to identify any of the three included reasons. Those responses which did identify a reason were divided between excess student load, excess clerical duties, or excess administrative duties. The composite percentages for each reason were 13%, 19.5% and 6.5% respectively. Consequently, excess clerical duties were considered the major contributors to inadequate time, but the large percentage of "omits" diminished the value of the results as far as specific inhibitors of counselor time in providing students and clients services.

RESULTS INTERPRETATION

COUNSELOR COMPETENCIES ASSESSMENT

Several of the findings obtained from the data were results of analyzing the information in combined form. The results were divided and presented according to populations so that the individual group perceptions were represented. However, with the eventual application of the data purported to assist with the model program development, continued separation no longer was efficient. Therefore, rather than discuss results in light of each survey group, the interpretation reflected the total body of information as applied to current levels of competencies, the importance of the competencies and the impact of the included completion questions.

Initial discussions related the current levels of counselor competencies. The instrument represented the competencies as activities provided by career and vocational guidance and counseling services. There was some disagreement as to present counselor performance of the activities; for purposes of the report, the activities were considered representative of counselor skills. The same inference was used for the importance of competencies results.

Apparently in the expressed opinion of the surveyed populations, counselors were performing the activities at least moderately well. What constituted the various levels of performance was not described. The results were entirely dependent upon the subjective interpretation of the terms included as descriptors. Consequently, moderately well for one population did not necessarily mean the same level of competency for another. Nevertheless, based upon the survey information, counselors were perceived to perform the activities moderately well by the participants. Taken a step further, counselors were moderately competent.

The rank order of activities seemed dependent upon the population surveyed. Activities such as working with adults, the handicapped and career placement were emphasized by vocational rehabilitation personnel; subsequently, the counselors were considered to possess higher skills. There seemed to be shared influences from both the counselor training and the environment in which knowledge and skills were applied when competencies were evaluated.

The importance of competencies also reflected the value placed upon activities related to the provision of services. Rank position coefficients for comparison of activities indicated consistency across all groups. Agreement that the activities were important was used as support for counselor involvement with career and vocational guidance and counseling. Theoretically, the more important the activity the greater the need to supply service. Ideally, counselors should provide appropriate services in every instance since all activities were construed as being of moderate to great importance.

Counselors were thought to provide adequate service but not always in relation to perceived importance. An interesting result was the belief that there was not enough time to provide services; yet, being of moderate to great importance, the activities deserved emphasis. However, the reasons for lack of time was not substantiated because of the omission of the question by the populations. Improved service could result from the allocation of more time and resources in the direction of career development.

A method of improving counselor performance was reported as more training. Better preparation was believed to mean improved performance of activities which meant higher levels of competency. Since the perceptions alluded to the counselors not performing on the same level as the importance of the activity warranted, results suggested a need for improved counselor training in the area of career and vocational guidance and counseling.

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The desirability of interagency cooperation implied the need for counselors to become competent in working with a variety of populations. Due to the nature of the community model program, counselors were expected to serve more than the agency population. The administrators and counselors alike stressed intra-agency competencies which seemed appropriate; however, the increase of cooperative efforts by concerned agencies implied common skill development.

The results supplied information which supported the belief of shared perceptions between populations as to the ranking of the competencies according to importance. The agreement contributed to the assumption that a program could be developed which was acceptable to the involved personnel. Furthermore, since cooperative efforts were perceived as existing in a moderate to great deal, continued cooperation between agencies was not seen as a barrier. In fact, the consensus reported a need for the cooperation to increase.

The results were interpreted as general information. Problems with specific interpretations were related to the complexity of the instrument and the terminology; the representation of competencies as activities; the broad range of competency level on a small scale; lack of guidelines which pertained to the included competency descriptors. However, the general consistencies of fairly equal competency values, the belief that capable counselors were in service, the need for improved and expanded services and the recognition that the activities were considered important by the various populations made the results viable and applicable tools in the formulation of recommendations for improved counselors and the model program.

THE CONCLUSIONS OF THE NEEDS ASSESSMENT

The needs assessment data provided information on the career and vocational guidance and counseling needs of students, out of school youth and adults, post secondary students, college freshmen and perceptions of parents and school and vocational counselors concerning the same needs. In addition, counselor competencies and the capacity of counselors to perform related activities were evaluated by school and vocational counselors, school administrators and vocational teachers, vocational rehabilitation counselors and vocational rehabilitation administrators. Also, employers rated the knowledge and skill acquisition of students and former students related to job performance and success. Finally, specific questions regarding employer participation in a community program, additional training for counselors, existing interagency cooperation, and utilization of counselors were included. The results and interpretations have been presented; the conclusions follow.

Before pursuing the presentation of the conclusions, two realities not included on the survey deserved recognition and supplied further evidence for the need for comprehensive community career and vocational guidance and counseling services for all residents. One is concerned with the early school leaver or dropout; the other based upon limited occupational options for many residents.

Throughout the State, a major concern is the high dropout rate from the schools. Even though not all schools submitted reports, there were 8,753 confirmed premature withdrawals from the public school system in the 1977-78 school year. Percentage wise, 26.74% of students enrolled in schools who were legally permitted to withdraw, did leave school before completion of the secondary or adolescent level of education. The county reports ranged from a low of 11.83% to a high of 45.96% for legal student withdrawals. The figures do not reflect dropouts from schools not reporting, many located in areas with traditionally high withdrawal rates.

Another contributing factor was the belief that the community program may enable residents to expand career options. Many of the communities have built their economy around one industry, with available occupations related to one major employer and the supportive industries. Awareness of different career opportunities may increase the personal considerations of residents when career selection occurs for students as well as community members. The diversification of careers may result in less dependence on a single industry for employment, and possibly contribute to a decrease in the high unemployment rate of unskilled workers and youth.

These realities and the results of the study led to the following five conclusions. The conclusions are: 1) The community - which includes educational, rehabilitation, government services, social services, community business and industry personnel, youth groups, social organizations, special services and interest organizations - must pool resources and are willing to participate in a coordinated, cooperative and concerted effort to provide career and vocational guidance and counseling services to all residents; 2) The career and vocational guidance and counseling needs of the populations identified by the survey instrument were real for all populations; 3) The existing delivery systems were insufficient to adequately satisfy the identified needs of the populations; 4) Additional training for counselors and redirection of counselors' time and energies would result in better services; and 5) Considering the existing circumstances and an insufficient number of trained, certified and employed counselors available to provide services, the counselors in the field do a commendable job of providing career and vocational guidance and counseling services to the populations; however, there is a need for improved services for all populations.

The data supported the initial assumptions made at the outset of the project. The results warranted careful consideration and extensive expenditure of energies to collect, analyze, interpret and utilize the plethora of information derived form the field, related to established theory and refined by the current project. The entire study and the conclusions drawn from the data had direct impact on the development of the recommendations and the proposed "Comprehensive Community Career and Vocational Guidance and Counseling Model".

RECOMMENDATIONS OF THE PROJECT STAFF AND TASK FORCE

The project staff and task force members made numerous recommendations as a result of the needs assessment findings, task force sessions, and professional experiences. The recommendations were considered to be an appropriate method of improving services and had definite impact on the model development. The suggestions were related to providing improved personnel and facilities, increased emphasis on service and higher quality and expanded service. In this section, each recommendation was identified and the supportive rationale for the inclusion was developed and presented. The recommendations were considered realistic and necessary for the provision of comprehensive career and vocational guidance and counseling programs and services. The recommendations were:

1) That the community actively participate and assume responsibility for the provision of coordinated career and vocational guidance and counseling programs and services for residents.

Because of the expressed needs of the various populations for more and better services, the community must be an active participant in the development of a community based program and delivery of services. The assumption of total responsibility for the programs by any singular agency, whether educational, government related, or community service, is not realistic. The pooling of resources, the sharing of personnel and facilities, the total cooperation of agencies and the community is necessary and highly desireable. By sharing, cooperating and mutually coordinating the program, services will be available to community residents without sacrificing existing programs and services or inflicting undue pressure and financial burden on any of the participants.

2) That schools and communities provide longitudinal, developmental programs for the target populations with trained and certified counselors and staff to deliver services.

The need for services exists at all ages and levels of educational and post educational development. Schools should address the career needs of students as early in the student development as possible. Therefore, early childhood/elementary, middle childhood/junior high, adolescent/secondary, and post secondary educational systems should provide career and vocational guidance and counseling services as an integral part of the educational process. In order to accomplish the goal of service to all students, trained counselors, educators and administrators must make a concerted effort to provide comprehensive, longitudinal career and vocational guidance and counseling programs within all levels of education. Services should also be provided for residents not participating in a formal educational program, utilizing school and community resources, facilities and personnel.

3) That administrators, teachers and other personnel in agencies which employ counselors, including education, rehabilitative and government related agencies, increase personal understanding of career and vocational guidance and counseling, career development and education, appropriate utilization of counseling personnel, and the development and supervision of related programs.

Misunderstandings concerning counselor role and function contribute to many concerns, especially since administrators and teachers determine counselor utilization. In order to improve the situation and develop knowledgeable supervisors and resource persons, course work, workshops and in-services should provide the information and skills necessary for the administrators, teachers and other personnel to be actively involved in the program. Furthermore, familiarity with counseling and guidance programs and techniques on the part of administrative and educational personnel before assuming their positions is highly recommended. Although not considered as an instant alleviation of inadequate career and vocational guidance and counseling services, formal intervention and increased awareness through education and training of non-counseling personnel is considered a realistic and necessary step in the upgrading of existing programs and services.

4) That opportunities and appropriate activities be planned and provided for the upgrading of trained and employed counselors in career and vocational guidance and counseling, with such training related to certification renewal and continuing education requirements.

The need was expressed for more and better related services. The desire for increased training in the area of career and vocational guidance and counseling was also expressed. Together, an upgrading of skills for counselors in the field is imperative. Participation in in-services and workshops in the area of career and vocational guidance and counseling by all counselors is necessary to foster and develop the skills. In order to insure that counselors receive the continued training to function more effectively, certification renewal stipulations should be tied to successful involvement in appropriate professional development activities. Release time for said involvement is seen as legitimate and required for the improvement of services. Inadequate and outdated training are considered inhibitors to the successful provision of effective and important services. Improving knowledge and skill development of all practicing counselors is considered a high priority item.

5) That counselors be provided adequate time, resources and facilities to effectively deliver career and vocational guidance and counseling services.

To increase counselor effectiveness and provide expanded services, counselors need to devote more time and have access to appropriate resources and facilities related to career development. There are many potential clients and too few counselors. The use of counselors for administrative, clerical or other non-guidance duties detracts immensely from the provision of services. Therefore, counselors need access to regular and appropriate clerical assistance. Also, the hiring of more trained and qualified counselors is considered a method of increasing effectiveness of services through regular and consistent interaction with students and clients. Finally, appropriate and current career information and resource materials should be available, as well as facilities to organize and house the materials. New facilities do not need to be provided, if utilization of present facilities is possible through reorganization. (Expansion of the recommendation is found in the "Ideal" and the "Transitional" implementation plan sections of Appendix C contained in the Comprehensive Community Model).

6) That all persons designated as "Counselor", regardless of the work environment, have acquired a minimum of a Masters in the field of counseling or guidance and counseling from an accredited training institution and meet certification requirements in their field.

Counselors are considered professionals, and professionals usually require minimal standardized education, training and experiences. A counselor should have acquired a Masters from an accredited training institution with extensive work in human development, psychology, supervised career and vocational guidance and counseling experiences, as well as the present program emphases on requirements included in training. The person should also exhibit extensive understanding of the counseling process and be able to perform one-to-one and group counseling and related guidance activities with a variety of age, social, economic and educational level clientele.

7) That present counselor training programs increase emphasis on the career and vocational guidance and counseling aspect of preservice training of counselors.

Better trained counselors in all phases of career and vocational guidance and counseling conceivably would provide better related services. Training should reflect the importance placed upon the activities as indicated by the assessment results for all populations. Thus, a high priority is to raise the initial competency level of newly trained counselors in the provision of career and vocational guidance and counseling services.

The preservice program could allow for the inclusion of the following specific areas of concentration. They are the development and management of career and vocational guidance and counseling programs wtih emphasis on pre and post job placement services and follow-through; intensified work with career information and organization and management of the materials and facilities; supervised field experience providing career and vocational guidance and counseling to clients; improved group and consultative skill development for working with clients, teachers, community persons and administrators; and, more theoretical and application work in the utilization of personal and career assessment instruments, especially in the counseling process.

8) That the proposed model be implemented as developed to the extent that individual communities have access to and may assign community personnel and resources to meet the residents' needs.

The model proposed and developed is considered to be feasible. Ideally, all communities would implement the model in one step and thus provide services to all residents. However, if the model cannot be entirely implemented, those areas of the model which may be implemented by a community should be operational as soon as possible. In many instances, the personnel and resources are already available and adjustments in their application by the participating communities and agencies are all that is necessary. Other situations may call for a step by step implementation procedure, especially where inadequate staff and resources are a problem. Although the model has been designed for flexibility and to accomodate a variety of differences, the support of the communities is the determining variable for eventual implementation. By following the proposed model as closely as possible, the applied model has opportunity to approach the comprehensiveness contained within the developed model structure.

The foregoing eight recommendations were considered high priority items, but should not be construed as the only possible recommendations. However, those identified and explained reflect some of the changes believed necessary for improved career and vocational guidance and counseling programs and services and skills of personnel charged with the development, implementation, management, delivery and supervision of such programs and services.

APPENDIX

The Needs Assessment Instruments

The needs assessment instruments distributed to the students, parents, school and vocational counselors, out of school youth and adults, post-secondary students, college freshmen, and employers who participated in this project were adapted from the Missouri Student Needs Survey developed by the Missouri State Department of Education in Jefferson City, Missouri.

The counselor competencies assessment instruments distributed to school and vocational counselors, school administrators and vocational teachers, vocational rehabilitation counselors, vocational rehabilitation administrators and counselor educators who participated in this project were adapted from Counselor Evaluation Materials developed by the American Institutes for Research in Palo Alto, California.

SURVEY OF CAREER AND VOCATIONAL GUIDANCE, COUNSELING, PLACEMENT, AND FOLLOW-THROUGH NEEDS

PARENT QUESTIONNAIRE

Please respond to each item by indicating first, how important the need is to your children, and secondly, how well the need is being met.

DIRECTIONS:

In the columns on the left, mark an X in the box which best describes the importance of activities for meeting the needs of my children.

In the columns on the right, mark an X in the box which best describes how well that need is being met for your children.

Mark a response in the left column and in the right column for each of the items listed.

EXAMPLE

Importance of Activities for Meeting the Needs of My Children

How Well My Childrens Needs are Being Met Through These Activities

Great Importance	Moderate Importance	Little Importance	ACTIVITIES & KNOWLEDGES NEEDED	Being Met Very Well	Being Met Partially	Not Being Met
X			Learn how to make decisions.		X	

CLASS CODE 2

Importance of Activities for Meeting the Needs of My Children				How Well My Childrens Needs are Being Met Through These Activities		
(1) Great Importance	(2) Moderate Importance	(3) Little Importance	ACTIVITIES & KNOWLEDGES NEEDED	(1) Being Met Very Well	(2) Being Met Partially	(3) Not Being Met
			1. Understand their abilities, interests and values.			
			2. Find courses useful to their future.			
			3. Better understand their standardized test scores.			
			4. Learn how to make decisions.			
			5. Know more about their strengths and weaknesses.			
			6. Know how to prepare for careers in which they are interested.			
			7. Become more aware of educational alternatives after high school.			
			8. Know how the things that are important to them affect their career choice.			
			9. Know more about possible careers and the world of work.			
			10. Talk with people employed in their high interest areas.			
			11. Get some on-the-job experience in their high interest areas.			
			12. Have actual on-the-job experience to know what it is like to be employed.			

Importance of Activities for Meeting the Needs of My Children				How Well My Childrens Needs are Being Met Through These Activities		
(1) Great Importance	(2) Moderate Importance	(3) Little Importance	ACTIVITIES & KNOWLEDGES NEEDED	(1) Being Met Very Well	(2) Being Met Partially	(3) Not Being Met
			13. Know how people that your children respect influence their career choice.			
			14. Talk to a counselor about their career plans.			
			15. Have me involved in their career plans.			
			16. Know what jobs are available.			
			17. Know where to start looking for a job.			
			18. Know how to apply and interview for jobs.			
			19. Know how values influence their career choice.			
			20. Consider educational alternatives that would allow them to continue their education.			
			21. Know how to find and use various resources which would help them when looking for a job.			
			22. Understand the changing roles and expectations of men and women.			
			23. Be able to arrange for and participate in job interviews.			
			24. Develop plans which will help in reaching their educational and occupational goals.			

Importance of Activities for Meeting the Needs of My Children				How Well My Childrens Needs are Being Met Through These Activities		
(1) Great Importance	(2) Moderate Importance	(3) Little Importance	ACTIVITIES & KNOWLEDGES NEEDED	(1) Being Met Very Well	(2) Being Met Partially	(3) Not Being Met
			25. Know how their personal appearance affects their getting and keeping a job.			
			26. Become aware of vocational education and training offered in their high interest areas.			
			27. Know how much education and training will be needed for the occupation they plan to enter.			
			28. Understand the advantages and disadvantages of different occupations.			
			29. Know what habits and attitudes employers desire workers to have.			
			30. Know how personal characteristics relate to job requirements.			
			31. Know about the general daily activities that are performed in various occupations.			
			32. Develop an appreciation of how everyone's work is important to them and the community.			
			33. Relate their personal talents to various occupations.			
			34. Have more career and occupational information in order to make better plans.			

Importance of Activities for Meeting the Needs of My Children				How Well My Childrens Needs are Being Met Through These Activities		
(1) Great Importance	(2) Moderate Importance	(3) Little Importance		(1) Being Met Very Well	(2) Being Met Partially	(3) Not Being Met
			35. Have better career and occupational information in order to make better plans			
			36. Have me visit the counselor concerning my children's plans.			
			37. Have more knowledge concerning job application forms and procedures.			
			38. Have more knowledge of the training requirements needed for different occupations.			
			39. Have information concerning high school vocational programs.			
			40. Have information concerning vocational education programs available to them after high school.			
			41. Know how to use employment agencies.			
			42. Be able to use community resources for training and career planning.			
			43. Have information concerning job placement and school selection.			
			44. Have knowledge of where to find the requirements of jobs that are available to them.			
			45. Know qualifications considered most important by employers.			

Importance of Activities for Meeting the Needs of My Children				How Well My Childrens Needs are Being Met Through These Activities		
(1) Great Importance	(2) Moderate Importance	(3) Little Importance	ACTIVITIES & KNOWLEDGES NEEDED	(1) Being Met Very Well	(2) Being Met Partially	(3) Not Being Met
			46. Talk to vocational teachers about career opportunities.			
			47. Become aware of the personal and economic importance of work.			

SURVEY OF CAREER AND VOCATIONAL GUIDANCE, COUNSELING, PLACEMENT, AND FOLLOW-THROUGH NEEDS

COUNSELOR QUESTIONNAIRE

Please respond to each item by indicating first, how important the need is to your students and secondly, how well the need is being met.

DIRECTIONS:

In the columns on the left, mark an X in the box which best describes the importance of activities for meeting the needs of your students.

In the columns on the right, mark an X in the box which best describes how well that need is being met.

Mark a response in the left column and in the right column for each of the items listed.

EXAMPLE

Importance of Activities for Meeting the Needs of Your Students				How Well Student Needs are Being Met Through These Activities		
Great Importance	Moderate Importance	Little Importance	ACTIVITIES & KNOWLEDGES NEEDED	Being Met Very Well	Being Met Partially	Not Being Met
X			Learn how to make decisions.		X	

CLASS CODE 3

Importance of Activities for Meeting the Needs of Your Students				How Well Student Needs are Being Met Through These Activities		
(1) Great Importance	(2) Moderate Importance	(3) Little Importance	ACTIVITIES & KNOWLEDGES NEEDED	(1) Being Met Very Well	(2) Being Met Partially	(3) Not Being Met
			1. Understand their abilities, interests, and values.			
			2. Find courses useful to their future.			
			3. Better understand their standardized test scores.			
			4. Learn how to make decisions.			
			5. Know more about their strengths and weaknesses.			
			6. Know how to prepare for careers in which they are interested.			
			7. Become more aware of educational alternatives after high school.			
			8. Know how the things that are important to them affect their career choice.			
			9. Know more about possible careers and the world of work.			
			10. Talk with people employed in their high interest areas.			
			11. Get some on-the-job experience in their high interest areas.			
			12. Have actual on-the-job experience to know what it is like to be employed.			

Importance of Activities for Meeting the Needs of Your Students				How Well Student Needs are Being Met Through These Activities		
(1) Great Importance	(2) Moderate Importance	(3) Little Importance	ACTIVITIES & KNOWLEDGES NEEDED	(1) Being Met Very Well	(2) Being Met Partially	(3) Not Being Met
			13. Know how people that students respect influence their career choice.			
			14. Talk to a counselor about their career plans.			
			15. Have their parents involved in their career plans.			
			16. Know what jobs are available.			
			17. Know where to start looking for a job.			
			18. Know how to apply and interview for jobs.			
			19. Know how values influence their career choice.			
			20. Consider educational alternatives that would allow them to continue their education.			
			21. Know how to find and use various resources which would help them when looking for a job.			
			22. Understand the changing roles and expectations of men and women.			
			23. Be able to arrange for and participate in job interviews.			
			24. Develop plans which will help in reaching their educational and occupational goals.			

Importance of Activities for Meeting the Needs of Your Students				How Well Student Needs are Being Met Through These Activities		
(1) Great Importance	(2) Moderate Importance	(3) Little Importance	ACTIVITIES & KNOWLEDGES NEEDED	(1) Being Met Very Well	(2) Being Met Partially	(3) Not Being Met
			25. Know how their personal appearance affects their getting and keeping a job.			
			26. Become aware of vocational education and training offered in their high interest areas.			
			27. Know how much education and training will be needed for the occupation they plan to enter.			
			28. Understand the advantages and disadvantages of different occupations.			
			29. Know what habits and attitudes employers desire workers to have.			
			30. Know how personal characteristics relate to job requirements.			
			31. Know about the general daily activities that are performed in various occupations.			
			32. Develop an appreciation of how everyone's work is important to them and the community.			
			33. Relate their personal talents to various occupations.			
			34. Have more career and occupational information in order to make better plans.			
			35. Have better career and occupational information in order to make better plans.			

Importance of Activities for Meeting the Needs of Your Students				How Well Student Needs are Being Met Through These Activities		
(1) Great Importance	(2) Moderate Importance	(3) Little Importance	ACTIVITIES & KNOWLEDGES NEEDED	(1) Being Met Very Well	(2) Being Met Partially	(3) Not Being Met
			36. Have the parents visit the counselor concerning their children's plans.			
			37. Have more knowledge concerning job application forms and procedures.			
			38. Have more knowledge of the training requirements needed for different occupations.			
			39. Have information concerning high school vocational programs.			
			40. Have information concerning vocational education programs available to them after high school.			
			41. Know how to use employment agencies.			
			42. Be able to use community agencies resources for training and career planning.			
			43. Have information concerning job placement and school selection.			
			44. Have knowledge of where to find the requirements for jobs that are available to them.			
			45. Know qualifications considered most important by employers.			
			46. Talk to vocational teachers about career opportunities.			
			47. Become aware of the personal and ecomonic importance of work.			

SURVEY OF CAREER AND VOCATIONAL GUIDANCE, COUNSELING, PLACEMENT, AND FOLLOW-THROUGH NEEDS

EMPLOYER QUESTIONNAIRE

Please respond to each item by indicating first, the importance of skills and knowledges needed for success on-the-job and secondly, how well students and former students have acquired these skills and knowledges.

DIRECTIONS:

In the columns on the left, mark an X in the box which best describes the importance of skills and knowledges needed for success on-the-job

In the columns on the right, mark an X in the box which best describes how well students and former students appear to have acquired these skills and knowledges.

Mark a response in the left column and in the right column for each of the items listed.

EXAMPLE

Importance of Skills and Knowledges of Success On- The-Job				How Well Students and Former Students Appear to Have Acquired These Skills and Knowledges		
Great Importance	Moderate Importance	Little Importance	SKILLS & KNOWLEDGES NEEDED	Very Well Acquired	Acquired Moderately	Not Acquired
X			Learn how to make decisions.		X	

CLASS CODE 4

505494

Importance of Skills and Knowledges for Success On-The-Job				How Well Students and Former Students Appear to Have Acquired These Skills and Knowledges		
(1) Great Importance	(2) Moderate Importance	(3) Little Importance	SKILLS & KNOWLEDGES NEEDED	(1) Very Well Acquired	(2) Acquired Moderately	(3) Not Acquired
			1. Have a more thorough general education in terms of basic math, English usage, etc.			
			2. Adequately prepared to do the job for which their education was intended.			
			3. Have respect for fellow employees.			
			4. Have respect for supervisory personnel.			
			5. Possess good work attitudes and work habits.			
			6. Know about the importance of personal appearance and grooming.			
			7. Willing to accept responsibility.			
			8. Have the necessary competencies to correctly fill out job application forms.			
			9. Pay attention to the importance of job related factors such as punctuality, reliability, and accuracy.			
			10. Have knowledge of activities required for success on-the-job.			
			11. Have a realistic concept of what is required of a beginner on-the-job.			
			12. Reasonably well prepared for entry level employment.			

13. Is the instruction provided in the school related to the needs of the students for success on-the-job with your firm or company?

(1) ____ YES (2) ____ NO

14. Is the training received at the high school level related to existing career opportunities?

(1) ____ YES (2) ____ NO

15. Have you ever been consulted concerning the training, skills, and attitudes which should be taught in high school to make youth better employees?

(1) ____ YES (2) ____ NO

16. Do you feel that business and industry should be contacted concerning the type of training provided?

(1) ____ YES (2) ____ NO

17. Would you as a representative of your firm be willing to serve on an advisory committee for career and vocational guidance and counseling concerning the needs of youth in your community?

(1) ____ YES (2) ____ NO

18. In general, do the students who you interview or employ seem to want to do the type of work for which they are applying?

(1) ____ YES (2) ____ NO

19. Should school counselors be more capable in providing career and vocational guidance?

(1) ____ YES (2) ____ NO

20. Should school counselors be more aware of occupational settings and job requirements?

(1) ____ YES (2) ____ NO

21. Would you provide the opportunity for counselors and students to gain work experience for exploration purposes in your firm or company?

(1) ____ YES (2) ____ NO

22. Would you provide the opportunity for your employees to come into schools to provide orientation experiences for students?

(1) ____ YES (2) ____ NO

23. Are job placement services from Employment Security and schools satisfactory?

(1) ____ YES (2) ____ NO

24. Would a coordinated placement service between the schools and Employment Security be more satisfactory?

(1) ____ YES (2) ____ NO

SURVEY OF CAREER AND VOCATIONAL GUIDANCE, COUNSELING, PLACEMENT, AND FOLLOW-THROUGH NEEDS

OUT-OF-SCHOOL YOUTH AND ADULT QUESTIONNAIRE

Please respond to each item by indicating first, how important the need is to you and second, how well the need is being met.

DIRECTIONS:

In the columns on the left, mark an X in the box which best describes the importance of activities for meeting my needs.

In the columns on the right, mark an X in the box which best describes how well that need is being met for you.

Mark a response in the left column and in the right column for each of the items listed.

EXAMPLE

Importance of Activities for Meeting My Needs				How Well My Needs are Being Met Through These Activities		
Great Importance	Moderate Importance	Little Importance	ACTIVITIES & KNOWLEDGES NEEDED	Being Met Very Well	Being Met Partially	Not Being Met
X			Learn how to make decisions		X	

CLASS CODE 5

PERSONAL DATA

Please indicate the highest grade level completed: 7 8 9 10 11 12

Sex: (1) ____ Male (2) ____ Female

What is your age group? (1) ____ under 18 (2) ____ 18-21 (3) ____ 21-25

(4) ____ 26-35 (5) ____ 36-49 (6) ____ over 50

Are you presently enrolled in any type of school or educational program?

(1) ____ Yes (2) ____ No

If the answer to the above question is yes, please indicate what kind of school or program you are enrolled in:

(1) ____ Associate Degree Program

(2) ____ One- Year Certificate

(3) ____ Two-Year Certificate

(4) ____ Occupational Adult Training Course

(5) ____ Adult Basic Education

(6) ____ On-The-Job Training

(7) ____ Other (Please Specify)

____

Importance of Activities for Meeting My Needs				How Well My Needs are Being Met Through These Activities		
(1) Great Importance	(2) Moderate Importance	(3) Little Importance	ACTIVITIES & KNOWLEDGES NEEDED	(1) Being Met Very Well	(2) Being Met Partially	(3) Not Being Met
			1. Understand my abilities, interests, and values.			
			2. Find education programs useful to my future.			
			3. Improve my ability to make career decisions.			
			4. Know more about my strengths and weaknesses.			
			5. Know how to prepare for a career in which I am interested.			
			6. Become more aware of my educational alternatives.			
			7. Become aware of career training available in my community.			
			8. Know more about possible career choices and the world of work.			
			9. Talk with people employed in my high interest area.			
			10. Get some on-the-job experience in my high interest areas.			
			11. Know how people I respect influence my career plans.			
			12. Talk to a school counselor about my career plans.			

Importance of Activities for Meeting My Needs				How Well My Needs are Being Met Through These Activities		
(1) Great Importance	(2) Moderate Importance	(3) Little Importance	ACTIVITIES & KNOWLEDGES NEEDED	(1) Being Met Very Well	(2) Being Met Partially	(3) Not Being Met
			13. See an employment security counselor for help in planning a career.			
			14. Know what jobs are available locally.			
			15. Know where to start looking for a job.			
			16. Know how to apply and interview for a job.			
			17. Know how values influence my career choice.			
			18. Consider educational alternatives available to me after completion of school training.			
			19. Know how to find and use the various local resources available when looking for a job.			
			20. Understand the changing roles and expectations of men and women.			
			21. Be able to arrange for and participate in job interviews.			
			22. Develop plans which will help in reaching my educational and occupational goals.			
			23. Know the importance of personal appearance in getting and keeping a job.			
			24. Know how much education and training will be needed for the occupation you plan to enter.			

Importance of Activities for Meeting My Needs				How Well My Needs are Being Met Through These Activities		
(1) Great Importance	(2) Moderate Importance	(3) Little Importance	ACTIVITIES & KNOWLEDGES NEEDED	(1) Being Met Very Well	(2) Being Met Partially	(3) Not Being Met
			25. Understand the advantages and disadvantages of different jobs.			
			26. Know what habits and attitudes employers desire workers to have.			
			27. Know how personal characteristics relate to job requirements.			
			28. Know about the general daily activities that are performed on various jobs.			
			29. Develop an appreciation of how everyone's work is important to them and the community.			
			30. Relate my personal talents to various occupations.			
			31. Become aware of vocational education and training offered in my high interest areas.			
			32. Have more career and occupational information in order to make better plans.			
			33. Have better career and occupational information in order to make better plans.			
			34. Have a counselor available to help me with career planning.			
			35. Have more knowledge concerning job placement.			

Importance of Activities for Meeting My Needs				How Well My Needs are Being Met Through These Activities.		
(1) Great Importance	(2) Moderate Importance	(3) Little Importance	ACTIVITIES & KNOWLEDGES NEEDED	(1) Being Met Very Well	(2) Being Met Partially	(3) Not Being Met
			36. Have more knowledge concerning job application forms and procedures.			
			37. Have more knowledge of the training requirements needed for different occupations.			
			38. Have information concerning vocational programs.			
			39. Know how to use employment agencies.			
			40. Be able to use community agencies resources for training and career planning.			
			41. Have knowledge of where to find the requirements of jobs that are available.			
			42. Know qualifications considered most important by employers.			
			43. Talk to vocational teachers about career opportunities and educational programs.			

44. Would you use career counselors if they were available in schools?

(1) ____ YES (2) ____ NO

45. Would you prefer a career counselor to be located in the community outside of the school?

(1) ____ YES (2) ____ NO

46. Would you prefer a career counselor to be located in an employment security office?

(1) ____ YES (2) ____ NO

SURVEY OF CAREER AND VOCATIONAL GUIDANCE, COUNSELING, PLACEMENT, AND FOLLOW-THROUGH NEEDS

POST-SECONDARY STUDENT QUESTIONNAIRE

Please respond to each item by indicating first, how important the need is to you and second, how well the need is being met.

DIRECTIONS:

In the columns on the left, mark an X in the box which best describes how important the need is to you.

In the columns on the right, mark an X in the box which best describes how well that need is being met for you.

Mark a response in the left column and in the right column for each of the items listed.

EXAMPLE

Importance of Activities for Meeting My Needs

How Well My Needs are Being Met Through These Activities

Great Importance	Moderate Importance	Little Importance	ACTIVITIES & KNOWLEDGES NEEDED	Being Met Very Well	Being Met Partially	Not Being Met
X			Learn how to make decisions		X	

CLASS CODE 6

PERSONAL DATA

Please complete the following questions:

Sex: (1) ___ Male (2) ___ Female

What is your age group? (1) ___ Under 18 (2) ___ 18-21 (3) ___ 21-25

(4) ___ 26-35 (5) ___ 36-49 (6) ___ Over 50

In what kind of program are you enrolled?

(1) ___ Two Year Community College

(2) ___ Four Year College or University

(3) ___ Other(Please Specify) ______________________________

505496

Importance of Activities for Meeting My Needs				How Well My Needs are Being Met Through These Activities		
(1) Great Importance	(2) Moderate Importance	(3) Little Importance	ACTIVITIES & KNOWLEDGES NEEDED	(1) Being Met Very Well	(2) Being Met Partially	(3) Not Being Met
			1. Understand my abilities interests, and values.			
			2. Find education programs useful to my future.			
			3. Improve my ability to make career decisions.			
			4. Know more about my strengths and weaknesses.			
			5. Know how to prepare for a career in which I am interested.			
			6. Become more aware of my educational alternatives.			
			7. Become aware of career training available in my community.			
			8. Know more about possible career choices and the world of work.			
			9. Talk with people employed in my high interest areas.			
			10. Get some on-the-job experience in my high interest areas.			
			11. Know how people I respect influence my career choice.			
			12. Talk to a career counselor about my career plans.			
			13. See an employment security counselor for help in planning a career.			

Importance of Activities for Meeting My Needs				How Well My Needs are Being Met Through These Activities		
(1) Great Importance	(2) Moderate Importance	(3) Little Importance	ACTIVITIES & KNOWLEDGES NEEDED	(1) Met Very Well	(2) Being Met Partially	(3) Not Being Met
			14. Know what jobs are available locally.			
			15. Know where to start looking for a job.			
			16. Know how to apply and interview for a job.			
			17. Know how values influence my career choice.			
			18. Consider educational alternatives available to me after completion of school training.			
			19. Know how to find and use the various local resources available when looking for a job.			
			20. Understand the changing roles and expections of men and women.			
			21. Be able to arrange for and participate in job interviews.			
			22. Develop plans which will help in reaching my educational and occupational goals.			
			23. Know the importance of personal appearance in getting and keeping a job.			
			24. Know how much education and training will be needed for the occupation I plan to enter.			
			25. Understand the advantages and disadvantages of different jobs.			

Importance of Activities for Meeting My Needs				How Well My Needs are Being Met Through These Activities		
(1) Great Importance	(2) Moderate Importance	(3) Little Importance	ACTIVITIES & KNOWLEDGES NEEDED	(1) Being Met Very Well	(2) Being Met Partially	(3) Not Being Met
			26. Know what habits and attitudes employers desire workers to have.			
			27. Know how personal characteristics relate to job requirements.			
			28. Know about the general daily activities that are performed on various jobs.			
			29. Develop an appreciation of how everyone's work is important to them and the community.			
			30. Relate my personal talents to various occupations.			
			31. Become aware of vocational education and training offered in my high interest areas.			
			32. Have more career and occupational information in order to make better plans.			
			33. Have better career and occupational information in order to make better plans.			
			34. Have a career counselor available who is able to help me with career planning.			
			35. Have more knowledge concerning job placement.			
			36. Have more knowledge concerning job application forms and procedures.			

Importance of Activities for Meeting My Needs				How Well My Needs are Being Met Through These Activities		
(1) Great Importance	(2) Moderate Importance	(3) Little Importance	ACTIVITIES & KNOWLEDGES NEEDED	(1) Being Met Very Well	(2) Being Met Partially	(3) Not Being Met
			37. Have more knowledge of the training requirements needed for different occupations.			
			38. Have information concerning vocational programs.			
			39. Know how to use employment agencies.			
			40. Be able to use community agencies resources for training and career planning.			
			41. Have knowledge of where to find the requirements of jobs that are available.			
			42. Know qualifications considered most important by employers.			
			43. Talk to vocational teachers about career opportunities and education programs.			

44. Is there a career counselor available at your school?

(1) ____ Yes (2) ____ No

45. If there is a career counselor available, have you consulted him/her in your career planning?

(1) ____ Yes (2) ____ No

46. Would you prefer a career counselor to be located in an employment security office?

(1) ____ Yes (2) ____ No

SURVEY OF CAREER AND VOCATIONAL GUIDANCE, COUNSELING, PLACEMENT, AND FOLLOW-THROUGH NEEDS

STUDENT QUESTIONNAIRE

Please respond to each item by indicating first, how important the need is to you and second, how well the need is being met.

DIRECTIONS:

In the columns on the left, mark an X in the box which best describes the importance of activities for meeting my needs.

In the columns on the right, mark an X in the box which best describes how well that need is being met for you.

Mark a response in the left column and in the right column for each of the items listed.

EXAMPLE

Importance of Activities for Meeting My Needs

How Well My Needs are Being Met Through These Activities

Great Importance	Moderate Importance	Little Importance	ACTIVITIES & KNOWLEDGES NEEDED	Being Met Very Well	Being Met Partially	Not Being Met
X			Learn how to make decisions		X	

CLASS CODE 1

PERSONAL DATA

Please circle your grade level: 7 8 9 10 11 12

Sex: (1) ____ Male (2) ____ Female

Please check your academic program:

(1) ____ College Preparatory

(2) ____ General Studies

(3) ____ Vocational

What is the highest level of schooling you are planning to complete?

(1) ____ Less than High School

(2) ____ High School

(3) ____ A Trade or Business School

(4) ____ A Two Year College

(5) ____ A Four Year College or University

Importance of Activities for Meeting My Needs				How Well My Needs are Being Met Through These Activities		
(1) Great Importance	(2) Moderate Importance	(3) Little Importance	ACTIVITIES & KNOWLEDGES NEEDED	(1) Being Met Very Well	(2) Being Met Partially	(3) Not Being Met
			1. Understand my abilities, interests, and values.			
			2. Find courses useful to my future.			
			3. Better understand my standardized test scores.			
			4. Learn how to make decisions			
			5. Know more about my strengths and weaknesses.			
			6. Know how to prepare for careers in which I am interested.			
			7. Become more aware of educational alternatives after high school.			
			8. Know how the things that are important to me affect my career choice.			
			9. Know more about possible careers and the world of work.			
			10. Talk with people employed in my high interest areas.			
			11. Get some on-the-job experience in my high interest areas.			
			12. Have actual on-the-job experience to know what it is like to be employed.			
			13. Know how people I respect influence my career choice.			
			14. Talk to a counselor about my career plans.			

Importance of Activities for Meeting My Needs				How Well My Needs are Being Met Through These Activities		
(1) Great Importance	(2) Moderate Importance	(3) Little Importance	ACTIVITIES & KNOWLEDGES NEEDED	(1) Being Met Very Well	(2) Being Met Partially	(3) Not Being Met
			15. Have my parents involved in my career plans.			
			16. Know what jobs are available.			
			17. Know where to start looking for a job.			
			18. Know how to apply and interview for jobs.			
			19. Know how values influence my career choice.			
			20. Consider educational alternatives that would allow me to continue my education.			
			21. Know how to find and use various resources which would help me when looking for a job.			
			22. Understand the changing roles and expectations of men and women.			
			23. Be able to arrange for and participate in job interviews.			
			24. Develop plans which will help in reaching my educational and occupational goals.			
			25. Know how my personal appearance affects my getting and keeping a job			
			26. Become aware of vocational education and training offered in my high interest areas.			

Importance of Activities for Meeting My Needs				How Well My Needs are Being Met Through These Activities		
(1) reat Importance	(2) Moderate Importance	(3) Little Importance	ACTIVITIES & KNOWLEDGES NEEDED	(1) Being Met Very Well	(2) Being Met Partially	(3) Not Being Met
			27. Know how much education and training will be needed for the occupation I plan to enter.			
			28. Understand the advantages and disadvantages of different occupations.			
			29. Know what habits and attitudes employers desire workers to have.			
			30. Know how personal characteristics relate to job requirements.			
			31. Know about the general daily activities that are performed in various occupations.			
			32. Develop an appreciation of how everyone's work is important to them and the community.			
			33. Relate my personal talents to various occupations.			
			34. Have more career and occupational information in order to make better plans.			
			35. Have better career and occupational information in order to make better plans			
			36. Have my parents visit the counselor concerning my plans.			
			37. Have more knowledge concerning job application forms and procedures.			

Importance of Activities for Meeting My Needs				How Well My Needs are Being Met Through These Activities		
(1) Great Importance	(2) Moderate Importance	(3) Little Importance	ACTIVITIES & KNOWLEDGES NEEDED	(1) Being Met Very Well	(2) Being Met Partially	(3) Not Being Met
			38. Have more knowledge of the training requirements needed for different occupations.			
			39. Have information concerning high school vocational programs.			
			40. Have information concerning vocational programs available after high school.			
			41. Know how to use employment agencies.			
			42. Be able to use community agencies resources for training and career planning.			
			43. Have information concerning job placement and school selection.			
			44. Have knowledge of where to find the requirements for jobs that are available to sutdents.			
			45. Know qualifications considered most important by employers.			
			46. Talk to vocational teachers about career opportunities.			
			47. Become aware of the personal and economic importance of work.			

SURVEY OF CAREER AND VOCATIONAL GUIDANCE, COUNSELING, PLACEMENT, AND FOLLOW-THROUGH NEEDS

COUNSELOR SURVEY

CLASS CODE 7

PERSONAL DATA

Sex: (1) ___ Male (2) ___ Female

How long have you been a counselor?

(1) ___ 1-2 Years
(2) ___ 3-4 Years
(3) ___ 5-6 Years
(4) ___ 7 Years or More

How many years of classroom teaching experience (excluding counseling experience) do you have?

(1) ___ 1-2 Years
(2) ___ 3-4 Years
(3) ___ 5-6 Years
(4) ___ 7 Years or More

How many graduate hours of course work do you have beyond a masters?

(1) ___ 0-5 Hours
(2) ___ 6-15 Hours
(3) ___ 16 Hours Plus

Have you had a course directly related to guidance and counseling in the last:

(1) ___ Year
(2) ___ 2-4 Years
(3) ___ 5 Years or More

Circle the number which most closely corresponds to your current level of competence and the importance of that competence in performing your duties as a counselor. Respond to all items.

COMPETENCY AREA	COMPETENCE	CURRENT LEVEL OF COMPETENCE	IMPORTANCE OF COMPETENCE
		What is your present level of competence. 1. Cannot perform 2. Can perform moderately well 3. Can perform exceptionally well	How important is it for you to have this skill. 1. Little Importance 2. Moderate Importance 3. Great Importance
Skills in using systematic planning and evaluation to improve career guidance programs for clients	1. Knowledge and skills in planning programs based on an explicit career development theory and set of assumptions.	1 2 3	1 2 3
	2. Knowledge and skills in developing (structuring) programs.	1 2 3	1 2 3
	3. Knowledge of different career development theories.	1 2 3	1 2 3
	4. Knowledge and skills in implementing programs.	1 2 3	1 2 3
	5. Knowledge and skills in collecting accountability information to evaluate the costs and impact of such programs, employing results management, and using the data to make key decisions.	1 2 3	1 2 3
	6. Knowledge and skills in establishing program organizational procedures and patterns.	1 2 3	1 2 3
Skills in meeting the career needs common to all clients	7. Knowledge and skills to help clients in personal assessment (Using tests and other techniques to assess personal characteristics and needs.	1 2 3	1 2 3

COMPETENCY AREA	COMPETENCE	CURRENT LEVEL OF COMPETENCE	IMPORTANCE OF COMPETENCE
	8. Knowledge and skills to help clients clarify their values.	1 2 3	1 2 3
	9. Knowledge of current career opportunities.	1 2 3	1 2 3
	10. Knowledge of the training requirements and needed skills at different occupational levels.	1 2 3	1 2 3
	11. Knowledge and skills to help clients learn about and explore career options (understanding the sociological history and psychological meaning of work and understanding occupational clusters.	1 2 3	1 2 3
	12. Knowledge and skills to help clients learn how to find and use occupational information, benefit from job exploration experiences, and explore available educational options.	1 2 3	1 2 3
	13. Knowledge and skills to help clients acquire and practice career decision making skills.	1 2 3	1 2 3
	14. Knowledge and skills to help clients in career development toward their goals.	1 2 3	1 2 3
	15. Knowledge and skills to help clients in career placement (preparing resumes, interviewing for career options, securing job and educational placements.).	1 2 3	1 2 3
	16. Knowledge and skills to conduct career follow-up and follow-through (collecting data on graduates, helping them continue career planning and development, evaluating the effectiveness of placement procedures, evaluating previous educational and guidance programs.)	1 2 3	1 2 3

COMPETENCY AREA	COMPETENCE	CURRENT LEVEL OF COMPETENCE	IMPORTANCE OF COMPETENCE
Skills in meeting the unique career needs of special target groups	17. Knowledge and skills in working with females.	1 2 3	1 2 3
	18. Knowledge and skills in working with ethnic minorities	1 2 3	1 2 3
	19. Knowledge and skills in working with physically and educationally handicapped individuals.	1 2 3	1 2 3
	20. Knowledge and skills in working with adults.	1 2 3	1 2 3
	21. Knowledge and skills in working with the elderly/aged.	1 2 3	1 2 3
	22. Knowledge and skills in working with postsecondary education students.	1 2 3	1 2 3
	23. Knowledge of the career needs of the exceptional child.	1 2 3	1 2 3
	24. Knowledge of test biases as they relate to special target groups.	1 2 3	1 2 3
Skills in using and evaluating intervention techniques	25. Knowledge and skills in human relations in using interpersonal communication techniques (relating effectively with verbal and nonverbal skills, creating and maintaining rapport, respect fairness, and support).	1 2 3	1 2 3
	26. Knowledge and skills in individual counseling (conceptualizing cases, teaching personal problem solving strategies, applying behavior assessment and analysis techniques, applying behavior modification strategies, and writing case reports.)	1 2 3	1 2 3
	27. Knowledge and skills in group guidance.	1 2 3	1 2 3
	28. Knowledge and skills in group counseling.	1 2 3	1 2 3
	29. Knowledge and skills in using paraprofessionals.	1 2 3	1 2 3

COMPETENCY AREA	COMPETENCE	CURRENT LEVEL OF COMPETENCE	IMPORTANCE OF COMPETENCE
	30. Knowledge and skills in designing, establishing, staffing, maintaining, and evaluating career centers.	1 2 3	1 2 3
	31. Knowledge and skills in identifying, incorporating and utilizing community resources.	1 2 3	1 2 3
	32. Knowledge of prospective employers and others in the business community.	1 2 3	1 2 3
	33. Knowledge and skills in studying futurism, developing future projections, and communicating such projections to career deciders.	1 2 3	1 2 3
Skills in maintaining and improving the educational system and its environment on behalf of clients' career needs	34. Knowledge and skills in providing consultation to staff, parents, administrators, and community representatives.	1 2 3	1 2 3
	35. Knowledge and skills necessary for intervention in the educational, economic, and social environments to help clients meet their needs and interests.	1 2 3	1 2 3
	36. Knowledge and skills in maintaining public relations needed to support client programs.	1 2 3	1 2 3
	37. Knowledge and skills in educating and counseling parents to help their children solve problems.	1 2 3	1 2 3
	38. Knowledge and skills in conducting and using research (institutional and local descriptive research, experimental investigations of client-intervention interactions, identification and use of published research results).	1 2 3	1 2 3
	39. Knowledge and skills in conducting updated inservice staff development.	1 2 3	1 2 3

40. Do you feel you need more exposure to occupations in business, government, and industry to perform your job more adequately as a counselor?

(1) ____ YES (2) ____ NO

41. To what extent is there cooperation and coordination between you and community agencies such as Vocational Rehabilitation, Employment Security, and the Department of Welfare?

(1) ____ None (3) ____ Moderate

(2) ____ Very Little (4) ____ Great Deal

42. Do you feel there is a need for counselors and community agencies to cooperate and coordinate their efforts in guidance, counseling, placement, and follow-through?

(1) ____ YES (2) ____ NO

43. Should public schools provide early school leavers and adults with placement and follow-through services?

(1) ____ YES (2) ____ NO

44. Would courses (three credit hours each) in the following content areas be of value to you in providing career and vocational guidance and counseling?

a. Identifying vocational needs of students, placement, and follow-through.

(1) ____ YES (2) ____ NO

b. Concepts and techniques in career education and vocational guidance.

(1) ____ YES (2) ____ NO

c. Planning and management of vocational guidance programs.

(1) ____ YES (2) ____ NO

45. Do you have time to adequately perform career and guidance functions?

(1) ____ YES (2) ____ NO

46. If your answer to the previous question was "NO", what is the one major reason you do not have enough time?

(1) ____ Excess Student Load

(2) ____ Excess Clerical Duties

(3) ____ Excess Administrative Duties

SURVEY OF CAREER AND VOCATIONAL GUIDANCE, COUNSELING PLACEMENT, AND FOLLOW-THROUGH NEEDS

EDUCATIONAL PERSONNEL QUESTIONNAIRE

(ADMINISTRATORS, TEACHERS, AND COUNSELOR EDUCATORS)

CLASS CODE 8

Circle the number which you believe corresponds to the counselors' current level of competence and the importance of that competence in performing their duties as counselors. Respond to all items.

COMPETENCY AREA	COMPETENCE	CURRENT LEVEL OF COMPETENCE	IMPORTANCE OF COMPETENCE
		What is your counselor(s) present level of competence 1. Cannot perform 2. Can perform moderately well 3. Can perform exceptionally well	How important is it for counselors to have this skill 1. Little importance 2. Moderate importance 3. Great importance
Skills in using systematic plan planning and evaluation to improve career guidance programs for clients.	1. Knowledge and skills in planning programs based on an explicit career development theory and set of assumptions.	1 2 3	1 2 3
	2. Knowledge and skills in developing (structuring) programs.	1 2 3	1 2 3
	3. Knowledge of different career development theories.	1 2 3	1 2 3
	4. Knowledge and skills in implementing programs.	1 2 3	1 2 3
	5. Knowledge and skills in collecting accountability information to evaluate the costs and impact of such programs, employing results management, and using the data to make key decisions.	1 2 3	1 2 3
	6. Knowledge and skills in establishing program organizational procedures and patterns.	1 2 3	1 2 3
Skills in meeting the career needs common to all clients	7. Knowledge and skills to help in personal assessment (using tests and other techniques to assess personal characteristics and needs).	1 2 3	1 2 3

COMPETENCY AREA	COMPETENCE	CURRENT LEVEL OF COMPETENCE	IMPORTANCE OF COMPETENCE
	8. Knowledge and skills to help clients clarify their values	1 2 3	1 2 3
	9. Knowledge of current career opportunities	1 2 3	1 2 3
	10. Knowledge of the training requirements and needed skills at different occupational levels.	1 2 3	1 2 3
	11. Knowledge and skills to help clients learn about and explore career options (Understanding the sociological history and psychological meaning of work, and understanding occupational clusters).	1 2 3	1 2 3
	12. Knowledges and skills to help clients learn how to find and use occupational information, benefit from job exploration experiences, and explore available educational options.	1 2 3	1 2 3
	13. Knowledge and skills to help clients acquire and practice career decision making skills.	1 2 3	1 2 3
	14. Knowledge and skills to help clients in career development toward their goals.	1 2 3	1 2 3
	15. Knowledge and skills to help clients in career placement (preparing resumes, interviewing for career options, securing job and educational placements).	1 2 3	1 2 3
	16. Knowledge and skills to conduct career follow-up and follow-through (collecting data on graduates, helping them continue career planning and development, evaluating the effectiveness of placement procedures, evaluating previous educational and guidance programs).	1 2 3	1 2 3

COMPETENCY AREA	COMPETENCY	CURRENT LEVEL OF COMPETENCE	IMPORTANCE OF COMPETENCE
Skills in meeting the unique career needs of special target groups	17. Knowledge and skills in working with females.	1 2 3	1 2 3
	18. Knowledge and skills in working with ethnic minorities.	1 2 3	1 2 3
	19. Knowledge and skills in working with physically and educationally handicapped individuals.	1 2 3	1 2 3
	20. Knowledge and skills in working with adults.	1 2 3	1 2 3
	21. Knowledge and skills in working with the elderly/aged.	1 2 3	1 2 3
	22. Knowledge and skills in working with postsecondary education students.	1 2 3	1 2 3
	23. Knowledge of the career needs of the exceptional child.	1 2 3	1 2 3
	24. Knowledge of test biases as they relate to special target groups.	1 2 3	1 2 3
Skills in using and evaluating intervention techniques	25. Knowledge and skills in human relations in using interpersonal communication techniques (relating effectively with verbal and nonverbal skills, creating and maintaining rapport, respect, fairness, and support).	1 2 3	1 2 3
	26. Knowledge and skills in individual counseling (conceptualizing cases, teaching personal problem, solving strategies applying behavior assessment and analysis techniques, applying behavior modification strategies, and writing case reports).	1 2 3	1 2 3
	27. Knowledge and skills in group guidance.	1 2 3	1 2 3
	28. Knowledge and skills in group counseling.	1 2 3	1 2 3
	29. Knowledge and skills in using paraprofessionals.	1 2 3	1 2 3

COMPETENCY AREA	COMPETENCE	CURRENT LEVEL OF COMPETENCE	IMPORTANCE OF COMPETENCE
	30. Knowledge and skills in designing, establishing, staffing, maintaining, and evaluating career centers.	1 2 3	1 2 3
	31. Knowledge and skills in identifying, incorporating, and utilizing community resources.	1 2 3	1 2 3
	32. Knowledge of prospective employers and others in the business community.	1 2 3	1 2 3
	33. Knowledge and skills in studying futurism, developing future projections, and communicating such projections to career deciders.	1 2 3	1 2 3
Skills in maintaining and improving the educational system and its environment on behalf of clients' career needs	34. Knowledge and skills in providing consultation to staff, parents, administrators, and community representatives.	1 2 3	1 2 3
	35. Knowledge and skills necessary for intervention in the educational, economic and social environments to help clients meet their needs and interests.	1 2 3	1 2 3
	36. Knowledge and skills in maintaining public relations needed to support client programs.	1 2 3	1 2 3
	37. Knowledge and skills in educating and counseling parents to help their children solve problems.	1 2 3	1 2 3
	38. Knowledge and skills in conducting and using research (institutional and local descriptive research, experimental investigations of client-intervention interactions, identification and use of published research results).	1 2 3	1 2 3
	39. Knowledge and skills in conducting updated inservice staff development.	1 2 3	1 2 3

40. Do you feel that counselors need more exposure to occupations in business, government, and industry to perform their jobs more adequately as counselors?

(1) ___ YES (2) ___ NO

41. To what extent is there cooperation and coordination between counselor(s) and community agencies such as Vocational Rehabilitation, Employment Security, and the Department of Welfare?

(1) ___ None (3) ___ Moderate

(2) ___ Very Little (4) ___ Great Deal

42. Do you feel there is a need for counselors and community agencies to cooperate and coordinate their efforts in guidance, counseling, placement, and follow-through?

(1) ___ YES (2) ___ NO

43. Should public schools provide early school leavers and adults with placement and follow-through services?

(1) ___ YES (2) ___ NO

44. Do you believe courses (three credit hours each) in the following content areas would be of value to counselors in providing career and vocational guidance and counseling?

a. Identifying vocational needs of students, placement, and follow-through.

(1) ___ Yes (2) ___ NO

b. Concepts and techniques in career education and vocational guidance.

(1) ___ YES (2) ___ NO

c. Planning and management of vocational guidance programs.

(1) ___ YES (2) ___ NO

45. Do you believe counselors have time to adequately perform career and guidance functions?

(1) ___ YES (2) ___ NO

46. If your answer to the previous questions was "NO", what is the one major reason counselors do not have enougn time?

(1) ___ Excess Student Load

(2) ___ Excess Clerical Duties

(3) ___ Excess Administrative Duties

SURVEY OF CAREER AND VOCATIONAL GUIDANCE, COUNSELING PLACEMENT, AND FOLLOW-THROUGH NEEDS.

COUNSELOR EDUCATORS QUESTIONNAIRE

CLASS CODE 9

Circle the number which you believe corresponds to your programs current skill emphasis for counselor training and the importance of acquiring this skill in order to perform their duties as counselors. Respond to all items.

	AREA OF EMPHASIS	CURRENT EMPHASIS	IMPORTANCE OF SKILL
		Emphasis placed by your program on the following. 1. No emphasis 2. Moderate emphasis 3. Strong emphasis	How important is it for counselors to have this skill 1. Little importance 2. Moderate importance 3. Great importance
Skills in using systematic planning and evaluation to improve career guidance programs for clients	1. Knowledge and skills in planning programs based on an explicit career development theory and set of assumptions.	1 2 3	1 2 3
	2. Knowledge and skills in developing (structuring) programs.	1 2 3	1 2 3
	3. Knowledge of different career development theories.	1 2 3	1 2 3
	4. Knowledge and skills in implementing programs.	1 2 3	1 2 3
	5. Knowledge and skills in collecting accountability information to evaluate the effectiveness and impact of their counseling employing results management, and using the data to make key decisions.	1 2 3	1 2 3
	6. Knowledge and skills in establishing program organizational procedures and patterns.	1 2 3	1 2 3
Skills in meeting the career needs common to all clients	7. Knowledge and skills to help clients in personal assessment (using tests and other techniques to assess personal characteristics and needs).	1 2 3	1 2 3
	8. Knowledge and skills to help clients clarify their values.	1 2 3	1 2 3
	9. Knowledge of current career opportunities.	1 2 3	1 2 3

	AREA OF EMPHASIS	CURRENT EMPHASIS	IMPORTANCE OF SKILL
	10. Knowledge of the training requirements and needed skills at different occupational levels.	1 2 3	1 2 3
	11. Knowledge and skills to help clients learn about and explore career options (understanding the sociological history and psychological meaning of work and understanding occupational clusters.	1 2 3	1 2 3
	12. Knowledge and skills to help clients learn how to find and use occupational information, benefit from job exploration experiences, and explore available educational options.	1 2 3	1 2 3
	13. Knowledge and skills to help clients acquire and practice career decision making skills.	1 2 3	1 2 3
	14. Knowledge and skills to help clients in career development toward their goals.	1 2 3	1 2 3
	15. Knowledge and skills to help clients in career placement (preparing resumes, interviewing for career options, securing job and educational placements).	1 2 3	1 2 3
	16. Knowledge and skills to conduct career follow-up and follow-through (collecting data on graduates, helping them continue career planning and development, evaluating the effectiveness of placement procedures, evaluating previous educational and guidance programs).	1 2 3	1 2 3
Skills in meeting the unique career needs of special target groups	17. Knowledge and skills in working with females.	1 2 3	1 2 3
	18. Knowledge and skills in working with ethnic minorities.	1 2 3	1 2 3
	19. Knowledge and skills in working with physically and educationally handicapped individuals.	1 2 3	1 2 3

	AREA OF EMPHASIS	CURRENT EMPHASIS	IMPORTANCE OF SKILLS
	20. Knowledge and skills in working with adults.	1 2 3	1 2 3
	21. Knowledge and skills in working with the elderly/aged.	1 2 3	1 2 3
	22. Knowledge and skills in working with postsecondary education students.	1 2 3	1 2 3
	23. Knowledge of the career needs of the exceptional child.	1 2 3	1 2 3
	24. Knowledge of test biases as they relate to special target groups.	1 2 3	1 2 3
Skills in using and evaluating intervention techniques	25. Knowledge and skills in human relations in using interpersonal communication techniques (relating effectively with verbal and nonverbal skills, creating and maintaining rapport, respect, fairness, and support).	1 2 3	1 2 3
	26. Knowledge and skills in individual counseling (conceptualizing cases, teaching personal problem solving strategies, applying behavior assessment and analysis techniques, applying behavior modification strategies, and writing case reports).	1 2 3	1 2 3
	27. Knowledge and skills in group guidance.	1 2 3	1 2 3
	28. Knowledge and skills in group counseling.	1 2 3	1 2 3
	29. Knowledge and skills in using paraprofessionals.	1 2 3	1 2 3
	30. Knowledge and skills in designing, establishing, staffing, maintaining and evaluating career centers.	1 2 3	1 2 3
	31. Knowledge and skills in identifying, incorporating, and utilizing community resources.	1 2 3	1 2 3
	32. Knowledge of prospective employers and others in the business community.	1 2 3	1 2 3

	AREA OF EMPHASIS	CURRENT EMPHASIS			IMPORTANCE OF SKILL		
	33. Knowledge and skills in studying futurism, developing future projections, and communicating such projections to career deciders.	1	2	3	1	2	3
Skills in maintaining and improving the educational system and its environment on behalf of clients' career needs	34. Knowledge and skills in providing consultation to staff, parents, administrators, and community representatives.	1	2	3	1	2	3
	35. Knowledge and skills necessary for intervention in the educational, economic and social environments to help clients meet their needs and interests.	1	2	3	1	2	3
	36. Knowledge and skills in maintaining public relations needed to support client programs	1	2	3	1	2	3
	37. Knowledge and skills in educating and counseling parents to help their children solve problems.	1	2	3	1	2	3
	38. Knowledge and skills in conducting and using research (institutional and local descriptive research, experimental investigations of client intervention interactions, identification and use of published research results.).	1	2	3	1	2	3
	39. Knowledge and skills in conducting updated inservice staff development.	1	2	3	1	2	3

40. Do you feel that counselors need more exposure to occupations in business, government, and industry to perform their jobs more adequately as counselors?

(1) ___ YES
(2) ___ NO

41. To what extent is there cooperation and coordination between counselor(s) and community agencies such as Vocational Rehabilitation, Employment Security, and the Department of Welfare?

(1) ___ None
(3) ___ Moderate
(2) ___ Very Little
(4) ___ Great Deal

42. Do you feel there is a need for counselors and community agencies to cooperate and coordinate their efforts in guidance, counseling, placement, and follow-through?

(1) ___ YES (2) ___ NO

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44. Do you believe courses (three credit hours each) in the following content areas would be of value to counselors in providing career and vocational guidance and counseling?

a. Identifying vocational needs of students, placement, and follow-througn.

(1) ___ YES (2) ___ NO

b. Concepts and techniques in career education and vocational guidance.

(1) ___ YES (2) ___ NO

c. Planning and management of vocational guidance programs.

(1) ___ YES (2) ___ NO

45. Do you believe counselors have time to adequately perform career and guidance functions?

(1) ___ YES (2) ___ NO

46. If your answer to the previous question was "NO", what is the one major reason counselors do not have enough time?

(1) ___ Excess Student Load

(2) ___ Excess Clerical Duties

(3) ___ Excess Administrative Duties